

Stop Plagiarism:

Teach Note-Taking
Skills and Strategies
to Second Grade Using an
“N is for Note-Taking”
Unit



Funded by Newton Schools Foundation, 100 Walnut Street, Newtonville, MA
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Dedication

Combating Plagiarism: A Second Grade “N is for Note-Taking” Unit is dedicated to the second grade students 2006-2008 of the Mason-Rice Elementary School and to their classroom teachers. Their patience, support, and feedback was invaluable as we planned the lessons in this unit and then tested, re-tested, revised, and finalized.

The Newton Schools Foundation made this unit possible. Without their continued support and encouragement, especially from Chryse Gibson, we would not have been able to keep trying.

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Students create their own questions to research. This process gives students ownership in the research process, creates an atmosphere of excitement about inquiry, and leads to critical thinking. The challenge for the teacher is to guide students during the activity to shape and define questions that are researchable, worthy of investigation, and have a focus on the unit content.

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Acknowledgements

About the Authors: Lorraine Hermes and Chris Swerling

“Information inquiry is a dynamic teaching and learning process of value to all, regardless of academic discipline, who value a progressive education for life-long learning”.

Callison, Daniel. Key Words, Concepts and Methods for Information Age Instruction: A Guide to Teaching Information Age Inquiry. LMS Associates, 2002.

“We take notes to remember ideas and details we might otherwise forget. Period. End of story. Notetaking is not an end in itself, but rather a means to an end.... Notetaking is purposeful. Notetaking should support students in their inquiry, not torture them. Note-taking techniques are as varied as the people who take notes.”

Stephanie Harvey, Nonfiction Matters. Stenhouse, 1998

Introduction

A Nationwide Crisis in Plagiarism

- In 2002, a national survey of 4,500 high school students found that 75 percent of them engaged in cheating and more than half plagiarized content they found on the Internet.
- In a recent survey of teachers, 100 percent of the teachers have caught students cheating.
- In a 1998 survey of students, four out of five top students admitted cheating.

Hopkins, Gary. "Take Note: Five Lessons For Note Taking Fun " *EducationWorld.com*. 26 September, 2003.

Accessed 2 February 2008 <http://www.educationworld.com/a_lesson/lesson/lesson322.shtml>.

When we read these statistics, we were stunned – and became determined that we could do something about it. We began to research and investigate methods for teaching elementary school children the concept of note-taking, and wondered why they were not educated in this skill. We looked at the benchmarks and began the process of developing a developmentally appropriate note-taking curriculum for second grade students.

We were then, and are still, convinced that the concept of using one's own words to record information and to cite sources used must be instilled during a student's first encounter with research. We had no idea what we were tackling and thus began a three-year journey through which the Newton Schools Foundation has lent their understanding and support. We read chapters from books and articles about note-taking. We tried, we analyzed, we revised, and the results of our efforts are in this unit. Every lesson has been tested, tweaked, and re-tested. Above all, we wanted to develop a note-taking unit that was replicable in any classroom and could be adapted or modified to meet the needs of diverse learners.

Robert Marzano, in his book Classroom Instruction that Works (ASCD, 2001) states "*Note taking is closely related to summarizing. To take effective notes, a student must make a determination as to what is most important, and then state that information in a parsimonious form.*" He, like Stephanie Harvey, believes "*There is no one correct way to take notes. In fact, different students might prefer different note-taking formats. Consequently, it is advisable to present students with a variety of formats.*" Marzano also relates that incorporating summarizing and note-taking into classroom instruction can increase student achievement as much as 34%. Throughout this process we have engaged in openly sharing failures and mistakes, demonstrating respect for each other, and constructively analyzing and criticizing practices and procedures – all collegial actions that research has shown also to be necessary for student achievement.

In developing note taking skills with students, teachers are giving them tools for life. Learning to take notes is a cumulative and collaborative process that empowers children to take charge of their own learning. The lessons we developed involve the explicit teaching of nonfiction reading. They also involve the conscious process of locating information, making decisions about what is important, and keeping (recording) information. Students become engaged with text and in making decisions about what is

important so that they can restate it in their own words. Teaching one lesson or a series of lessons will not magically install the skills of note taking in a child. Once introduced, these skills should continually be reinforced and practiced in the classroom, in the school library, wherever applicable in the curriculum. "*N is for Note-Taking*" empowers children to use their own words to express their ideas and to support those ideas using the notes they have gathered.

The lessons in the unit have been developed to be adaptable to be put into place in conjunction with any curriculum unit. They are not meant to be an "extra". Instead, they go hand and hand with the teaching of the research process and literacy strategies. As such, they can be used in content area curriculum instruction. The lessons are also collaborative and meant to be implemented through a classroom teacher/library teacher and literacy specialist partnership. If we expect students to work together, we as teachers need to model what that looks like.

The unit has been developed in two sections: An initial seven lessons to develop a note-taking foundation, and three additional lessons that are designed for students to apply their skills. We implemented the first phase of the note-taking unit over a six-week time frame using library classes and flextime (where the lessons occurred in either the library or the classroom) with follow up practice in the classroom through the support of the classroom teacher. It is up to the classroom teacher however to determine the best manner in which to implement the unit and what will work best for his or her students. For some classes at the second grade level, it may be necessary to adapt the lesson to meet the developmental needs of the students. For example, students may develop the skill of selecting keywords and be able to retell, but not be ready to structure sentences. That skill can be revisited and built upon at a later time during the school year - as long as the note-taking foundation is in place. Depending on the class, teachers may prefer to repeat a lesson more than once, until they are sure that students "get it" and are ready to move on in the unit. To assist with this, we have included a variety of formative assessments for you to pick and choose what works best to inform you as to where students are in their development of note-taking skills. We also have included a feedback sheet at the end of each lesson if the library teacher and/or the literacy specialist choose to solicit feedback from the classroom teacher. We found this to be invaluable in connecting the unit to the classroom, providing a bridge between lessons. Research has shown that to be effective note-takers, students should be encouraged to take many notes using short phrases/keywords and to be presented with strategies that integrate the use of graphic organizers to choose from in taking notes.

Resources Consulted:

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- Harada, Violet and Joan Yoshina. *Assessing Learning: Librarians and Teachers as Partners*. Libraries Unlimited, 2005.
- Harvey, Stephanie. *Nonfiction Matters*. Stenhouse, 1998.
- Marzano, Robert and Debra J. Pickering and Jane E. Pollock. *Classroom Instruction that Works*. ASCD, 2001.
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Web Sites:

- From Now On (fno.org)
- Education World (education-world.com)

Note-taking Vocabulary

Activating: to set off or spark a text-to-self connection through the process of recording keywords (unlocking information that is stored in the brain)

Assessment: the practice of gathering data (formal or informal) to determine that students have attained an understanding of concepts and processes taught

Bibliography: the practice of citing sources from which information has been obtained

Boldface: words in text that are highlighted to signal importance

Brainstorm: a technique used where members of a group share their thoughts and ideas

Caption: in text, accompanying information about a picture, photograph, diagram or other illustration

Citing sources: the process of applying a format for referencing materials used in research

This includes giving credit to the author, title of the resource, and copyright date
(*referencing the publishing company should be added at third grade*)

Concepts of Print: Author, Title, and Table of Contents, Index, and Glossary
Students should be able to locate each aspect within the book they are using and have an understanding of each concept.

Copyright: this legal term guarantees for the author/creator of a published piece of work that no one may copy, reproduce, or use a portion of their work without permission or citation

Describe: give an account in words

Diagram: a drawing, sketch, or chart that makes something easier to understand

Dipstick/Dipsticking: A teaching strategy whereby the teacher gauges success in presenting the topic by measuring the percent of students who display understanding. Advocated by Jon Saphier (RBTeach.com), it can be used throughout the lesson or at the end to check for comprehension. A question is posed to which students as a group must respond, usually giving a thumbs up or thumbs down to communicate to the teacher their comfort level and mastery of the subject matter.

Note-taking Vocabulary

Drawing: a note-taking strategy advocated by Stephanie Harvey (*Strategies That Work*) that differentiates instruction and provides a visual method for recording information (*It is particularly useful when related to science and other complex topics.*)

Evaluate: to determine if the resource is useful or not

Evidence: the gathering of data through formal and informal assessment strategies throughout the course of a unit that allows a teacher or team of teachers to make a judgment about what students have learned in order to adjust instruction

Explain: to give the reason or cause of

Fact/Facts: information presented as true and accurate

Fact sentence: information presented as true and accurate in a sentence format, written in one's own words

Highlighting: a note-taking strategy that marks text in a way that it stands out as important

Information: knowledge gathered through note-taking

Keyword: the word or words in text that can be recorded to “unlock” and provide access to a greater amount of information that can be expressed verbally and in writing

K-W-L (*What I Know, What I Think I Know, What I Learned*):
an instructional technique for teachers to activate student's prior knowledge to guide students in applying critical thinking skills and gaining understanding (see *example in appendix*)

Label: an identifying word or phrase that records information

List: a note-taking strategy for beginners to use to record keywords and key phrases from text

Note/Notes: use of own words and keywords to record information

Note taker: a student who possesses the ability to record information in their own words to use later to express her/his learning and ideas

Note-taking Vocabulary

Note-taking buddies: Before beginning the unit, the classroom teacher should pair two students of varying abilities to act as supports throughout the unit for oral and written activities.

Note-taking tools: materials used for the process of note-taking (*including paper, pencil, highlighter, graphic organizer template, etc.*)

Organizer/Graphic Organizer: an instructional tool to illustrate knowledge about a topic

- **Web:** In note-taking we have used a Web to record keywords and key phrases on a single topic.
- **T-Chart (*Draw conclusions*):** In note-taking we have used a T-Chart to record keywords and key phrases on one side and to organize the information on the other.

Own words: process of adhering to copyright when recording information

Plagiarism: is the conscious or unconscious use of another's words without permission or giving credit to

Questions: the heart of inquiry

Questions can lead to factual findings, open ended responses, and through inquiry generate other questions to investigate.

Reflect: to provide an opportunity for students to think about what they have learned (*independently or through "turn and talk"*)

Report: an account in a student's own words that results from research

Re-reading: a necessary reading strategy to reinforce with primary students as they encounter nonfiction text to gain understanding beyond the ability to answer questions

Research: collection of information from one or more sources on a topic from which students can construct their own knowledge, ideas, or opinion

Research is the "doing" part of the Super 3 where children investigate questions and locate information to inform their learning and develop their own opinions and ideas.

Resource: an electronic, print, or human source used to obtain information

Rubric: a tool that communicates to students the criteria they must attain in order to become skilled users of a concept or to accomplish a task

Note-taking Vocabulary

Scan (2nd grade): to make a sweeping visual search over a piece of text to locate keywords

Skim (3rd grade): to glance quickly through text for main ideas

Skim and Scan (4th grade): a more sophisticated skill that incorporates both of the above simultaneously to guide the reader in selecting information appropriate to the task, assignment, or personal inquiry

Summarize: the ability to sift through information, sort out what is important, and restate in one's own words

Summary: Research has shown that the art of summarization is an important skill for students to develop (*Marzano, 2003*). It is the process by which students synthesize and voice in their own words what is important and what they have learned. At the second grade level, the summary needs to be in an organized format with an introductory sentence, supporting sentence or sentences, and a concluding sentence.

Support: to provide evidence

Text: the main part of a book or Web page

Topic: the subject to be researched

Trash and Treasure (<http://www.big6.com/showarticle.php?id=45>): Based on the work of Jamie MacKenzie (*FNO.org*) this process of note taking was developed by Barbara Jansen, a library teacher in Austin, TX. It involves creating a grid to record notes under appropriate questions and linked to the resource used. It should be introduced in a simple format at the third grade level using oversized chart paper and continue to be implemented at higher grades where the concept can be expanded and applied to the use of note cards. See website for more information.

Turn and Talk: This is a technique promoted by Lucy Caulkins that provides support for learners with varying levels of proficiency. Students should be taught the protocol at the beginning of the school year. This includes going “knee-to-knee and eye-to-eye” with a partner for the purpose of discussing of concepts just introduced. It is an act of verbalization that provides children with an opportunity to process and synthesize information they have just received and to gain ownership of the concept by voicing it in their own words.

Note-taking Vocabulary

Wonder: the process of students interacting with text by pondering and thinking about “what, why, how” to begin a thought process for deeper comprehension and to generate further questions to initiate the inquiry process

Wondering: the development of questions to investigate through an “I Wonder” activity

Larry Bell's Twelve Words That Make a Difference

(A suggested timeline for introducing 12 words that make a difference. Teachers can introduce words earlier than the timeline indicates, but should not do so later.)

Kdg.	compare, predict, describe
Gr. 1	compare, contrast, predict, describe, explain
Gr. 2	compare, contrast, predict, describe, explain, support, summarize
Gr. 3	compare, contrast, predict, describe, explain, support, summarize, infer, analyze
Gr. 4	compare, contrast, predict, describe, explain, support, summarize, infer, analyze, evaluate, trace
Gr. 5	compare, contrast, predict, describe, explain, support, summarize, infer, analyze, evaluate, trace, formulate

From Mason-Rice School: Suggested grade levels to introduce and use these words developed by the Mason-Rice Faculty guided by Mark Springer, Principal

Lessons 1 - 6
The Foundation
for Note - Taking

K-5 Information Power Lesson: Note-Taking Unit

Lesson 1: What is Note-Taking? (Introductory lesson)

Grade: Second

Duration: 20-30 min.

Lesson 1 Outcome: Students will be able to voice their understanding of note-taking: Notes are short; notes are taken using their own words. Notes can be used to record or retell.

- **Classroom teacher lesson**
- **Library teacher lesson**
- **Collaborative lesson with _____**

Newton ELA Benchmarks: Outcome # 8,9,10,13

Newton Library Media Benchmarks: Outcome # 2,5,6,8,11

Classroom Connection:

- **Literacy**
- **Science**
- **Social Studies**
- **Other: _____**

Super Three Skills:

- **PLAN**
- **DO**
- **REVIEW**

Essential Learning/Questions:

- Notes are short.
- Use your own words.
- Use keywords.
- Identify what is important.

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other: _____

Set up /materials required: This lesson is adaptable to Social Studies and Science content areas. The accompanying book can be a "Big Book" for whole group instruction. Alternatively, a short book or a 2-page section of a book with limited text on each page can be read aloud or shared using a document camera. Also needed: chart paper, marker for **K-T-L** (*What I Know, What I Think I Know, What I've Learned* chart) and a chart with the vocabulary words for the lesson, ticket out sentence prompts

Vocabulary: note, notes, note-taking, note taker, list, own words, keyword, re-read, "turn and talk": This is the beginning of a cumulative list that should be added to during each lesson or alternatively posted to a word wall for children to reference during the year.

Instruction/Activity (how to): Introduce the concept of note-taking. Activate prior knowledge with a K-W-L chart. Record responses in the K/W sections. The "L" section will be filled in at the end of the lesson as a means of summarizing the lesson.

- Student responses should address these concepts: Words and Pictures, Tools, Questioning/Wondering, Investigating (See chart as example).
- Read aloud (first reading) a sample informational text (alternatively project text with document camera) related to a topic or unit currently being studied in the class. After reading, pause and ask the children what happens when they read nonfiction text: How do they remember what they have read? Students will most likely respond that they have "trouble remembering" and "knowing what is important" and "need to look back". This is when the teacher should reinforce the goal of the lesson: 1) the purpose of note-taking 2) the importance of using "own words" to take notes 3) what notes look like.
- Re-read the selection. Start a "re-telling" chart. Begin to build the re-telling chart by modeling the selection and use of keywords (words that are important). As you finish reading a page, choose keywords to add to the re-telling chart and model your thinking to the students. Pause at the end of each page asking students to use just one or two words to describe what is important to remember and record on chart. When the re-telling chart is complete, ask students to read it silently. Encourage them to form a visual image in their minds. Ask students to "turn and talk" with their note-taking buddy about what they learned from the read aloud. Dipstick with students, reviewing the keywords list, and calling on different students to explain and "re-tell" what has been learned.
- To summarize the lesson, return to the K-W-L chart. Ask students what they have learned about note-taking and record on K-W-L chart. Their responses should include: *Notes are short, Use your own words, Record what is important, Use Keywords*. These are the important concepts. The exact words do not need to be used. Students should be guided to an understanding of these concepts to attain the goals of the lesson.
- Distribute ticket out for students to voice what they have learned in their own words. There are 4 sentence prompts to provide a cross-section.

Technology Integration: use of document camera, or laptop/LCD projector in lieu of chart

Student Grouping/Accommodations: Classroom teacher creates grouping for the note-taking unit by assigning "note-taking" buddies. In assigning the buddy pairs, the teacher should strive for heterogeneous grouping (fluent reader/emerging reader).

Teacher Assessment: What did the data you collected tell you? (Review K-W-L chart for lesson goals) How will you adjust your instruction? Are students ready to move to next lesson? Distribute "Ticket Out" for feedback from students. Alternatively you could conference with a group of students, or pose the ticket out questions for the whole class to respond.

Evaluation/Reflection: How do you think the lesson went?
Distribute *teacher feedback sheet* to collaborating classroom teachers for constructive feedback.



clip art from discoveryschool.com

NAME: _____ I learned that a keyword is

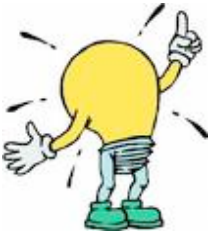


clip art from discoveryschool.com

NAME: _____ To take notes, I need to



NAME: _____ I am a note-taker because



NAME: _____ One strategy for taking notes is



clip art from discoveryschool.com

NAME:

GRADE:

Tell us what you think!

We need critical, friendly, and honest feedback. Please fill out the form below after each note taking lesson and send back **VIA EMAIL** to _____. This will help us “tweak” our lessons.

1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

K-5 Information Power Lesson: Note-Taking Unit

Lesson 2: Self-Portrait of a Note-Taker

(creating a formative and/or summative assessment tool)

Lesson 2 Outcome: Students will reflect on their own learning via this assessment tool (concept map).

- **Classroom teacher lesson**
- **Library teacher lesson**
- **Collaborative lesson with _____**

Grade: Second

Duration: 20-30 min.

Prior Lesson: What is Note-Taking?

Newton ELA Benchmarks: Outcome # 8,9,10,13

Newton Library Media Benchmarks: Outcome # 2,5,6,8,11

Classroom Connection:

- **Literacy**
- **Science**
- **Social Studies**
- **Other:**

Super Three Skills:

- **PLAN**
- **DO**
- **REVIEW**

Essential Learning/Questions:

What have I learned about taking notes?

Why is note-taking important?

What do I need to do as a note taker?

Assessment Strategies: (evidence of learning)

- **Turn and Talk**
- **Ticket Out**
- **Graphic Organizer**
- **Rubric**
- **Self-Portrait**
- **Other:**

Concept map

Set up /materials required: digital camera to take individual head shots of students to be printed out; 12x18 white art paper; regular and colored pencils, markers and crayons, straight edge or ruler, glue sticks Charts created from previous lessons should be posted to activate prior knowledge.

Introduce Vocabulary: assessment, reflect (add to previous chart or post to word wall)

Review: note, notes, note-taking, note taker, list, "own words", keyword, re-read, "turn and talk"

Instruction/Activity (how to): Discussion and explanation of the term assessment: What is it? Why is it important? Students should understand that assessment is ongoing and continuous. In this lesson, “note-takers” begin to create a portrait (their own visual map of their thought process and growth as note takers) as evidence of their understanding of note-taking, and to connect new learning with previous knowledge (note taking to self connections). The teacher models using chart paper, white board, or by projecting onto a screen, the framework of the self-portrait that will function as a formative and summative assessment. The guiding questions should be posted and visible for students as they begin to develop their portrait. We posed questions such as “What do note-takers need?” “What do note-takers do?” “How do note-takers record their notes?”

The students should begin by gluing their photo onto the center of the 12x18 art paper. As an alternative, they can create a sketch of themselves. They should make their own decision as to where their name should go. Students then can begin to respond to the questions with words and pictures to express their learning thus far. Students should have at least one response, characteristic, and/or quality represented for each question. **It is important that students understand this is a work in progress that will grow as they grow as note takers.** The teacher will need to establish a storage spot in the classroom for this ongoing assessment. It is suggested that as children add to their self-portrait, they use different color markers or pencils as a means to visually chart their growth.

Technology Integration: digital camera

Student Grouping/Accommodations: no formal grouping, individual work

Teacher Assessment: What did the data you collected tell you?
How will you adjust your instruction?

Evaluation/Reflection: How do you think the lesson went?
What would you do differently next time?

ADDENDUM: Lesson 2

Using self portraits as a formative and summative assessment for evaluating student's understanding

Background For the Teacher:

Creating self-portraits is a means of providing students with a tangible process for asking themselves, “How did I do?” and to define what they know. It is the most important part of the process, but the one that is often short-shifted because of time limitations. To build this in requires taking steps back from “doing” and allowing time for students to reflect. It gives students the opportunity to “pause and think” as well as to provide feedback for the teacher to review. Through the review, the teacher is able to determine if the students reached the lesson goal – or not. Ann Davies, author of Making Classroom Assessment Work states, “*When we reduce the amount of time students spend in doing and producing, they have time for reflecting. Assessment for learning is assessment that involves the student.*” Research shows that the more formative assessment teachers do to inform their instruction, the more students learn.

Using a self-portrait provides students with a means for reflection and a way to process and integrate new learning. As they add to their portrait, they can make connections between what they know and what they are learning. A self-portrait such as this serves as a summative assessment for both the student and the teacher. This assessment, known as a concept map, can also be used as a formative assessment to provide continual feedback for the teacher. When used this way it guides and informs further instruction. As a summative assessment, the teacher or teachers can establish criteria to review the self-portraits for evidence of the criteria and attainment of the unit goals.

Our Action Research:

In developing this unit, we spent several lessons “doing” and were confident that the students had learned the basics of note-taking. Our question then became how could we gather evidence of what the students had learned? Could students voice their understanding in their own words? How could we design an assessment that would address a variety of learning abilities? What assessment would provide us with the best baseline by which to evaluate student understanding?

We continued to ask ourselves questions. As we co-taught the unit, we reflected on what students were learning. We needed to answer our questions: *What did most students define as being important for note taking? What were the commonalities? Did any students, particularly those who struggled, dig deeper and go beyond the easy and obvious to state their learning?*

The learning outcomes we focused on were posed in the questions that we asked the students as they developed their self-portraits: What have I learned about taking notes? Why is note-taking important? What do I do as a note taker? What do I need as a note taker?

Through drawings, words, and phrases, students created their self –portrait as note takers, demonstrating their ability to:

- define the tools necessary for note-taking. In this way, students expressed the habits of mind that they have developed.
- synthesize their learning to include not only materials that were needed but also actions they needed to take as note takers.
- communicate their learning visually and verbally as students explained their choices to their note-taking buddies in a “turn and talk”.

The samples below are from students with diverse learning styles. They are *not* exemplars to be shared with students. They are included to demonstrate the success of the self-portrait as an assessment tool. We feel his or her use created a true reflection of each student’s understanding.

One measure of the success of our teaching was the analysis of the self-portraits. We reviewed the portraits and tallied the number of students who addressed and included concepts that had been learned. We evaluated the self-portraits to determine common concepts all students had attained, and to ascertain where “gaps” existed in their learning to guide further instruction and the development of future lessons.

Results that we identified using this assessment tool were:

- All students included the “things” that were needed for note-taking: pencils, computers, laptops, books, etc. Many drew themselves at desks, or working at the computers, providing evidence that they had attained the desired habits of mind.
- 50% of the students included writing and thinking either through words or pictures as something they needed to do as note takers. Thus, there was support for the second learning objective in identifying the actions needed in note-taking.
- 20% of the class included graphic organizers in words or pictures.
- 10% of the class identified skimming and scanning, taking their time, and selecting keywords as being necessary.

We felt that our first attempt at using this strategy was successful in providing data as to what students had learned as a result of our instruction. From the assessment, we realized that we needed to do more work in emphasizing keywords and in students using their own words for note taking. We also learned that it would be more useful to use as a formative assessment to be added to throughout the unit. When completed it would serve as a summative assessment. The following year, we used this assessment strategy at the beginning of the unit. Students created their self-portraits after the first lesson and intermittently added to their portrait after a note-taking lesson or during other class time. This resulted in a cumulative assessment and ultimately served as a final assessment of our teaching and an assessment of what students had learned. Along the way, it served to point out existing confusions for us to address in a timely way, modifying and adjusting our instruction. Using what we had learned through our first attempts, we knew that we needed to emphasize keywords and using own words more right from the start.



Example 1: This self-portrait addresses the “big picture” of note taking concepts, rather than focusing on the material things that are used. The student moved quickly beyond *What do I need?* to synthesize his understanding of *What do I do as a note taker?* His self-portrait includes “brain”, as well as writing, and “topics” as being necessary for note taking.



Example 2: This student includes taking time, taking notes, observing, thinking, collaborating, (all concepts) as well as the tools that are necessary for note taking. The organizational way in which she chose to represent her work is also evidence of the skills she has gained.



Example 3: A language assisted learner, this student joined the class halfway through the unit. Yet he clearly grasped the concepts of note taking in terms of “doing” and the need for specific note-taking materials that he listed in one section of his self-portrait. Surrounding his picture are the words: talking, asking questions, look up, taking notes, listening, thinking, writing, find.



Example 4: This student included not only materials needed but also almost all the topics covered in the unit: collaboration, topics, keywords, skim and scan. Notice that the arrows point inward, evidencing in a visual way what the student perceives he has taken in, taken ownership of, and how has been transformed into a note taker.



clip art from discoveryschool.com

NAME:

GRADE:

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1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

K-5 Information Power Lesson: Note-Taking Unit

Lesson 3: Unlocking Information Using Keywords

** This lesson introduces a Web graphic organizer and keywords.*

Lesson Outcome: Students will select and identify keywords in nonfiction text. Students will apply note-taking strategies of highlighting and using a graphic organizer.

- Classroom teacher lesson
- Library teacher lesson
- Collaborative lesson with _____

Grade: Second
Duration: 30 min.
Prior Lesson: Self-Portrait

Newton ELA Benchmarks: Outcome # 8,9,10,13

Newton Library Media Benchmarks: Outcome #2,5,6,8,11

Classroom Connection:

- Literacy
- Science
- Social Studies
- Other: _____

Super Three Skills:

- PLAN
- DO
- REVIEW

Essential Learning/Questions:

What is a keyword?
How do I identify a keyword?
Why are boldface words important?
What strategies do I use to read nonfiction text?
Can I retell what I learned using keywords?

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other:

Set up /materials required: Any charts and posters created to date should be on view and referred to prior to the start of today's lesson to activate prior knowledge and establish momentum. Have text selected that correlates to classroom curriculum, clipboards if necessary, pencils, highlighters, and a graphic organizer (web) for students to record keywords during the lesson.

Introduce Vocabulary: highlight, re-tell, graphic organizer, cite, bibliography, keyword, web, topic **Review:** assessment, note taker, note, notes, note-taking, reflect, list, own words, keyword, re-read, turn and talk Add new vocabulary to vocabulary chart or post to word wall.

Instruction/Activity (how to): Review note taking strategies previously taught.

- Engage children in mental imagery. Ask, *What is the purpose of a key? What does it do?* Have them close their eyes and create a picture in their mind. Guide them through this exercise prompting: *Can you see the key? What is it doing? How are you using it? What happens when you use it?* Have students open their eyes and express what they saw.
- Record their responses to guide students in understanding that keywords are: 1) important words in text, but not ALL the words in the text; 2) can be boldfaced words, or a new word or concept that is included in text / glossary. Students need to know that two readers can read the same text and select different keywords because they may have differing background knowledge. Students should understand that keywords are recorded and used through the process of re-reading.
- By using keywords, note takers are able to synthesize the information they have read and relate it in their own words, orally and/or in writing. Using one's own words should be emphasized. Introduce the use of a graphic organizer (keyword web) to collect key words, explaining if necessary that a graphic organizer is a visual way of organizing ideas/thoughts. Using a short nonfiction text example project using the document camera or LCD projector and model reading nonfiction text twice. During the second reading, model the highlighting of the keywords in the text involving students in the keyword selection.
- After reading and highlighting the keywords in 2-3 sentences, pause and have students turn and talk to their note-taking buddy, and retell what they have learned. Dipstick by asking a buddy pair to relate to the class what they discussed. Return to the text and continue reading aloud, highlighting the keywords students select after reading each sentence. If captions/labels are part of the projected text, this should be included and their purpose explained to students. This provides the teacher the opportunity to correct misconceptions about keywords and to **reinforce that keywords are the important words that unlock the information (concept)**.
- After text is read, and all appropriate keywords highlighted, distribute the keyword web to the students. Guide students in writing the topic in the center. Explain that a topic is the subject - what it is they are learning about. Students should record the keywords they selected from the highlighted text, and turn and talk with their buddy, sharing their understanding and checking for accuracy of spelling. Referring to the K-W-L chart from Lesson 1, elicit whole group feedback and record what students have learned about note-taking.
- If students are able, at an additional instructional time, they can be given the opportunity to synthesize their learning by using their keywords to create a sentence.

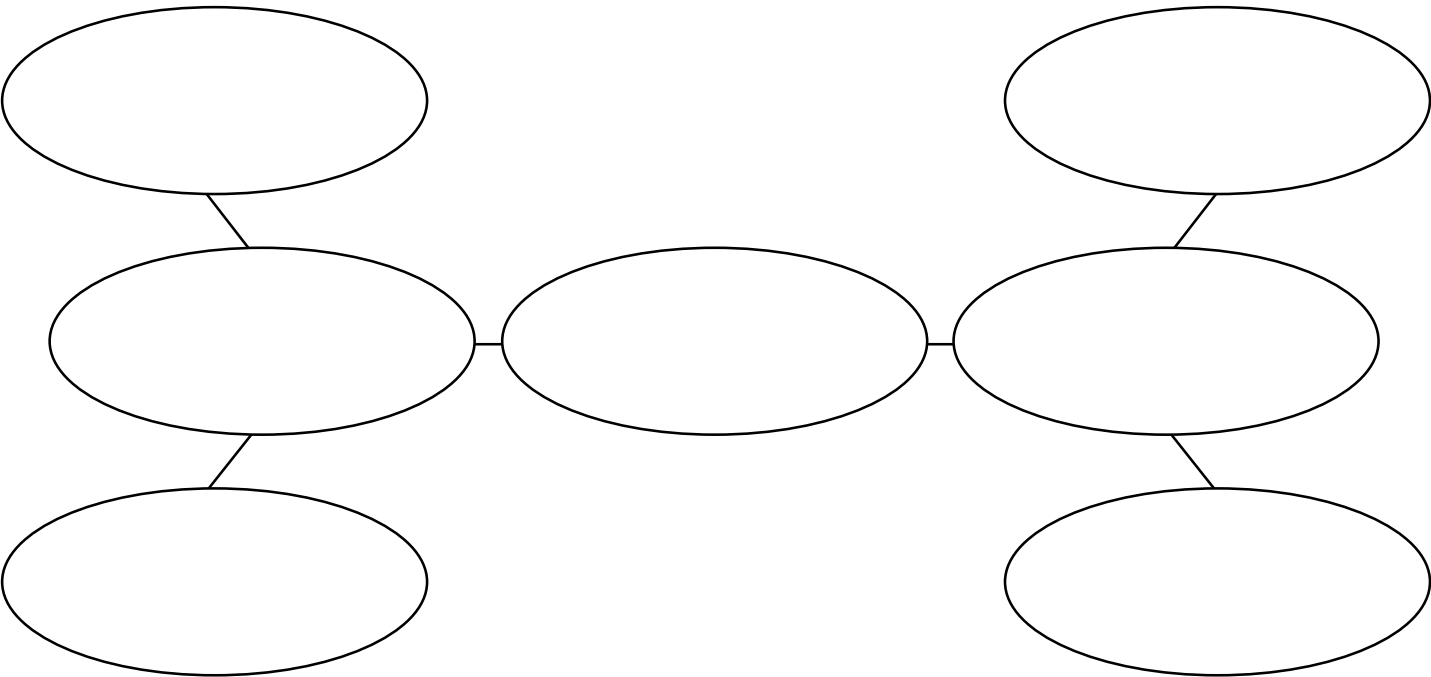
Technology Integration: document camera

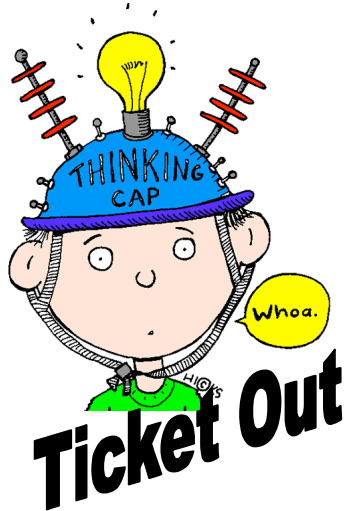
Student Grouping/Accommodations:
whole class, seated with note-taking buddy

Teacher Assessment: Distribute the appropriate ticket out to individual students at the end of the lesson or later that day. Students who have difficulty writing may prefer the simplified ticket out. By having different statements for students to respond to, you will get a representative picture of what the class as a whole took away from the lesson. Review responses to guide your instruction and let you know who needs targeted assistance before or during the next lesson. In the classroom, set aside time to allow students to add to their self-portrait.

Evaluation/Reflection: How do you think the lesson went? What would you do differently next time?

Name _____ Date _____





Name: _____ Date: _____

I think keywords are important because

Discoveryschool.com

Name: _____ Date: _____

A keyword is

Discoveryschool.com





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NAME:

GRADE:

Tell us what you think!

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1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

K-5 Information Power Lesson: Note Taking Unit

Lesson 4: Using Keywords to Build Fact Sentences

Lesson Outcome: Student will be able to identify keywords. Students will use keywords to create fact sentences. Students will *use own words*.

- Classroom teacher
- Library teacher lesson
- Collaborative lesson with _____

Newton ELA Benchmarks: # Outcome 8,9,10,13

Newton Library Media Benchmarks: # Outcome #2,5,6,8,11

Grade: Second

Duration: 30 min.

Prior Lesson:
Unlocking
Information Using
Keywords

Classroom Connection:

- Literacy
- Science
- Social Studies
- Other: _____

Super Three Skills:

- PLAN
- DO
- REVIEW

Essential Learning/Questions:

Have I recorded keywords for all the important information?

Do I need to add keywords to my keyword web?

Am I able to use my keyword web to retell my information in writing?

Am I able to use my own words?

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other: ___Checklist_____

Set up /materials required: Students will need: keyword web from previous lesson, the chart generated from Lesson 3 with keywords, web graphic organizer with space allocated for sentence writing.

Introduce Vocabulary: summary, summarize, fact sentences Add to previous chart or post to word wall. **Review:** highlight, retell, graphic organizer, keyword web, assessment, note taker, note, notes, note-taking, reflect, list, own words, keyword, re-read, turn and talk, topic

Instruction/Activity (how to):

- Revisit previous lesson (selecting and recording keywords by highlighting). Project new text and model reading of nonfiction by reading aloud once. Ask students to listen for important information. This time, they are using a graphic organizer that will require them to sort their keywords as they are being recorded. Point out to students that they will need to decide if the keyword should be written in the *Who*, *When*, *What* section. Model, if necessary.
 - Re-read the text, pausing briefly after each sentence for students to make a determination as to where the keywords belong. Model and prompt students by repeating the keyword and asking, Does this answer the question *who..?* Is the keyword you are using about someone, or is it about *what* happens, or *when* it happens?
 - After completing the organizer, students turn and talk to their note-taking buddy using their keywords in oral sentences.
 - Dipstick with students asking to see a thumbs sideways if any pair is having difficulty.
 - Students then should move to a work area with their note-taking buddy and write their sentence or sentences in the grid area provided on their organizer.
 - Before students begin writing, remind them to use conventions including upper case to start a sentence and a period to close it.
 - Pairs of buddies should peer review with each other and explain their thought process. To summarize the lesson, conclude by voicing to students that what they have just completed, by making personal connections to their fact sentences, is a summary of what they have learned about the topic by taking notes that are short, using keywords, selecting what is important, and recording using their own words.
 - Distribute "How to Take Notes handout". It is suggested that a copy be sent home as well.
 - Students may need some guidance in categorizing using *who*, *when*, *what*. They need to understand that these are their own notes and there is no "right" or "wrong" answer as long as the graphic organizer makes sense to them and they can use their own words in their writing.
- * sample graphic organizers created with kidspiration have been included as models

Technology Integration: document camera and highlighted text from previous lesson

Student Grouping/Accommodations: note-taking buddies, whole group

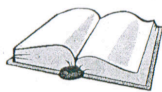
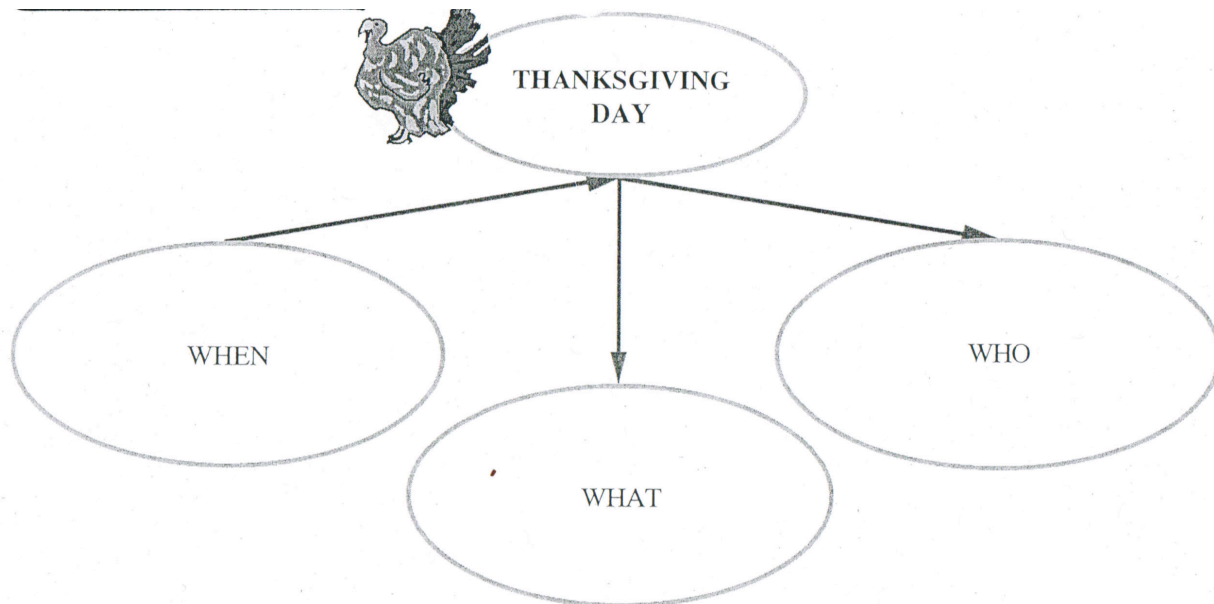
Teacher Assessment: What did the data you collected tell you?
How will you adjust your instruction?

Review student work. Were students able to write at least one fact sentence using their keywords? Could they write more than one? Did the sentences make sense and are they accurate? Use the Fact Sentence Checklist to record and analyze.

Provide time for students to reflect on their learning and to add their thoughts to their self-portrait if you are using the self-portrait concept map as a formative assessment.

Distribute the rubric for students to self-reflect and let you know where they are in the process.

Evaluation/Reflection: How do you think the lesson went? What would you do differently next time?



Bibliography: Author and Title

Schuh, Mari. **Thanksgiving Day.**

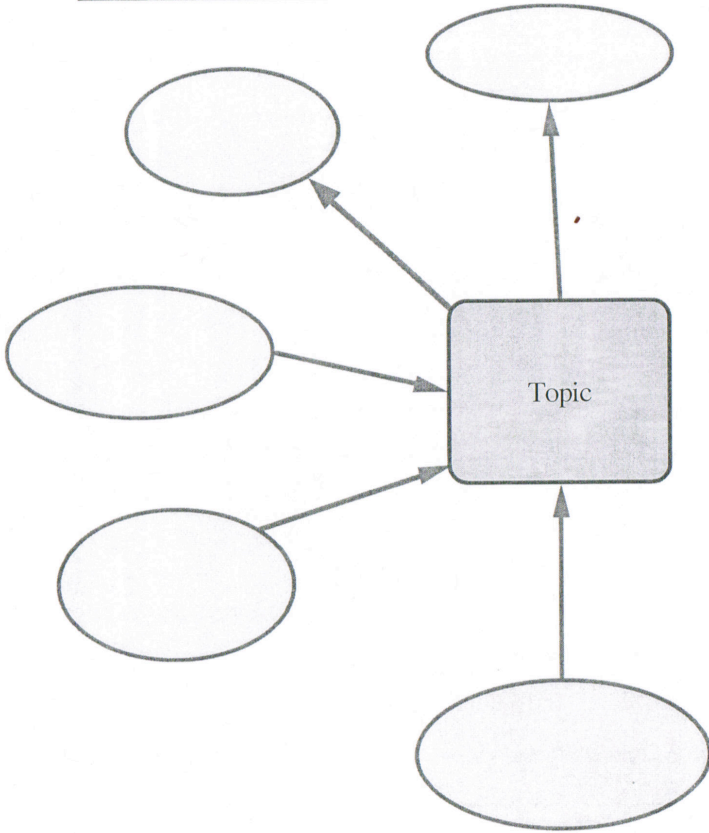


Name

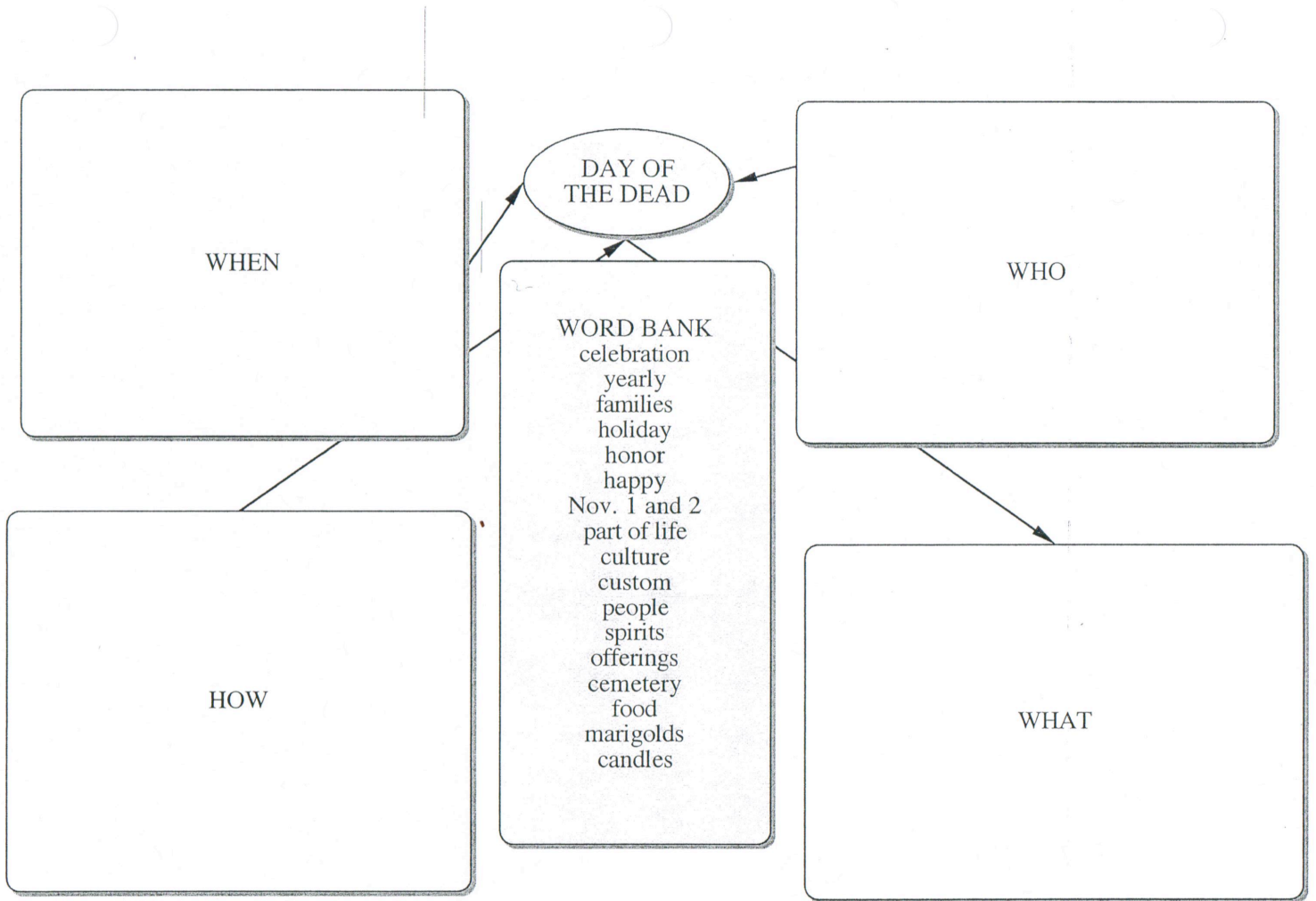
Using **KEYWORDS**
to locate information
and collect facts.



Use your
keywords to
write your
sentences in
your own
words.



Summary



CHECKLIST ASSESSMENT

[illegible]



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NAME:

GRADE:




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1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

Name: _____

	I am a note taker 	I am practicing 	I am beginning 
I can choose keywords and make a list.			
I can sort my keywords using a web .			
I understand that notes are short and use my own words			

K-5 Information Power Lesson: Note-Taking Unit

Lesson 5: Where Did I Locate My Information?

(Citing sources and recording a bibliography)

Lesson Outcome: Students learn the elements of a citation.

Students recognize the importance of citing a source. Students learn to write a citation. Students learn about copyright.

- Classroom teacher
- Library teacher lesson
- Collaborative lesson with _____

Newton ELA Benchmarks: # Outcome 8,9,10,13

Newton Library Media Benchmarks: # Outcome #2,5,6,8,11

Classroom Connection:

- Literacy
- Science
- Social Studies
- Other: _____

Super Three Skills:

- PLAN
- DO
- REVIEW

Essential Learning/Questions:

What is copyright?
Why do I need to cite my source?
How do I credit the author?
What is a bibliography?

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other:

Grade: Second
Duration: 30 min.
Prior Lesson:
Building Keywords Into Fact

Set up /materials required: document camera, nonfiction text, easel, chart paper for posting new vocabulary words, bibliography template, pencils, class list to tally

Introduce Vocabulary: cite, citation, bibliography, source, copyright Add to previous list or post to word wall. **Review:** summary, summarize, fact/facts, fact sentences, highlight, re-tell, graphic organizer, keyword web, assessment, note taker, note, notes, note-taking, reflect, list, own words, keyword, re-read, turn and talk, topic

Instruction/Activity (how to): This lesson lends itself to science and science authors. In stating facts, saying “the moon circles the sun” is essentially the same as saying, “ the sun is circled by the moon.” Use this example and others from books by the same science author (such as Seymour Simon or Gail Gibbons) to guide children in understanding that even though the words are not exactly the same, they MEAN the same thing. When this happens, you need to cite your source.

- With the word “cite” written on chart paper, explain to students that it sounds the same as the word sight (We even drew a picture of an eye to help explain!). Let children know that to cite means to record the first place where you saw or read the information. To cite your source is to record the author and the title of the resource that was used. (This is enough for second grade.) This is called a **citation**.
- Explain that if more than one resource is used, *all* the resources must be cited. This is called a **bibliography**. Show students examples of bibliographies in science books. Guide them to understand that the titles of books or names of Web sites are resources the author used to gather information to write the book. When researching, all note takers need to cite their source and make a bibliography of resources they used. Using the document camera, project an example of a bibliography. Ask students if they notice in what order the titles appear (ABC order).
- Select a text that connects to your current science curriculum. Project a page and using a keyword (such as moon or orbit) select a fact sentence. Rewrite the sentence in your own words, then model citing the source using this format: author's last name, author's first name. Book title underlined.
- With their note-taking buddy, students should move to a work area. Using the same text example (but a different page from what the teacher modeled) students will locate one fact sentence and rewrite in their own words, citing the author and title correctly using the bibliography template. The teacher should circulate assisting students in entering the information correctly.
- Students will share their examples out loud and cite their source. The teacher can summarize the lesson by telling students that they have **obeyed copyright**. Copyright is a law that protects an author's work. Copyright means that no one has the right to copy an author's sentences (or even copy their pictures!) without telling where they got their information.

Technology Integration: document camera

Student Grouping/Accommodations: note-taking buddies

Teacher Assessment: Were students able to complete the bibliography citation? Could they locate the title and author of the book and record it? Use a class list check sheet to track students that can do it easily, with some assistance, or not at all.

Distribute ticket out to analyze student understanding of what cite a source, obey copyright, and bibliography mean. Distribute bookmark to go home with students.

How will you adjust your instruction?

Evaluation/Reflection: How do you think the lesson went? What would you do differently next time? *Once students can comfortably cite author and title, you can modify this lesson and include instruction on locating and citing copyright date.*

NAME: _____

I learned _____

when I read _____ , _____ .
Author last name Author first name

(Remember the title is underlined!)

I cited my source!

Name _____ Date _____

A bibliography is



**Ticket
Out**

Name _____ Date _____



**Ticket
Out**

To cite a source I must

(HINT! You must write TWO pieces of information from the book.)

Name _____ Date _____

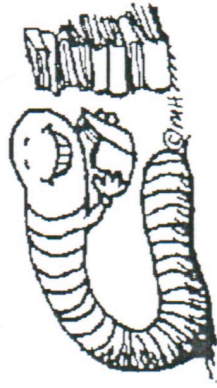


**Ticket
Out**

I obey copyright when I

[illegible]

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Name:

A **BIBLIOGRAPHY** tells your source.

The bibliography needs:

- Author last name (comma) first name (period)
- The title of the book or the Web site underlined (period)
- Example: Simon, Seymour. The Moon.

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Name:

A **BIBLIOGRAPHY** tells your source.

The bibliography needs:

- Author last name (comma) first name (period)
- The title of the book or the Web site underlined (period)
- Example: Simon, Seymour. The Moon.



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NAME:

GRADE:

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1. How do you think the lesson went?
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3. Were the stated goals of the lesson met?

Suggestions:

K-5 Information Power Lesson: Note-Taking Unit

Lesson 6: Read it, Draw it, Explain it -

3 Steps to Note-Taking Success!

This lesson introduces drawing and diagramming as a concrete way for students to record their own notes when reading complex text, particularly science.

Lesson Outcome: Students will develop another note-taking strategy. Students will apply the new strategy of drawing their notes.

- **Classroom teacher**
- **Library teacher lesson**
- **Collaborative lesson with** _____

Newton ELA Benchmarks: Outcome # 8, 9, 10, 13

Newton Library Media Benchmarks: Outcome #2, 5, 6, 8, 11

Classroom Connection:

- **Literacy**
- **Science**
- **Social Studies**
- **Other:** _____

Super Three Skills:

- **PLAN**
- **DO**
- **REVIEW**

Essential Learning/Questions:

How can I record my notes when the text is hard to understand?

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other: __Checklist_____

Set up /materials required: document camera to project text, chart paper for recording and modeling, paper to model drawing as a strategy for recording notes from complicated nonfiction text, pencils, clip boards and drawing paper, drawing template ready for students to use individually

Introduce Vocabulary: diagram, drawing, drawing notes, label Add to vocabulary chart or post to word wall. **Review:** summary, summarize, fact/facts, fact sentences, cite, citation, bibliography, source, copyright, highlight, retell, graphic organizer, keyword web, assessment, note taker, note, notes, note-taking, reflect, list, own words, keyword, re-read, turn and talk, topic

Grade: Second
Duration: 30 min.
Prior Lesson:
Lesson 5: Where Did I Locate My Information?

Instruction/Activity (how to): Distribute individual clipboards with a sheet of drawing paper and a pencil before the lesson. A good choice to use for this lesson is the Seymour Simon book, The Moon. Begin by projecting a page of text using the document camera. Read the text aloud, and invite students to participate in the reading. Ask students if they find this text hard to read and to understand. They will respond affirmatively. Ask them to select some keywords and list them on chart paper. Tell students that they are going to try a new note-taking strategy that is really helpful when reading challenging text and especially science. Tell them to shut their eyes and turn their mind into a camera that is recording the pictures they see as you reread the text. After reading, ask students to quickly sketch what they saw. Their sketches can include one picture, a series of pictures, and labels to explain the parts of their sketch.

Allow 2 minutes and then have students turn and talk, explaining what they learned to their note-taking buddy. On chart paper, you can draw an example, explaining to students what you thought was important and making the point that this is a note-taking strategy and not art class so that their sketch or diagram is not supposed to be a masterpiece, but a note-taking strategy to use when reading complex text, especially science. Tell students that by drawing the pictures that we see in our minds while reading, we are taking notes in a way that is easy and will help us remember what we read. Show an example from a Gail Gibbons book of how a diagram is used to explain complex subjects, especially science. Provide practice. Pose a question. (Our Seymour Simon example was *Why is one half of the earth in darkness while the other half is in light?*) Direct children to a work area, and distribute the drawing template activity sheet. Project the text that corresponds to the question. Read the text aloud, asking children to listen carefully for the important information that will answer the question. Read the directions at the top of the page aloud before beginning so that all students understand what to do. To complete the lesson, students will need to see the cover of the book to record the author name and title on the lines provided. Make sure you review what it means to "cite" and **why** they are making a bibliography. Have students explain their information to their note-taking buddy and post in classroom. This is an ideal bulletin board to display to emphasize the importance of note-taking, obeying copyright, and using their own words.

Technology Integration: document camera

Student Grouping/Accommodations: note-taking buddy

Teacher Assessment: What did the data you collected tell you?

Collect observational information about student performance. Refer to the classroom checklist sheet from the previous lesson. Are the students who experienced difficulty in Lesson 5 now able to cite correctly? Distribute rubric for students to self assess. **How will you adjust your instruction?** Provide time for students to add to their self-portrait. Prompt them by asking how did they feel reading and listening to difficult text? Did drawing ideas help them feel less anxious? Less confused? More confident? Their emotional response to this note-taking strategy should be included on their self-portrait.

Evaluation/Reflection: How do you think the lesson went? What would you do differently next time?

NAME: _____

Our question: _____.

EXAMPLE: Why is one half of the earth in darkness while the other half is in light?

LISTEN for information. Pictures will form in your mind as the text is read aloud.

DRAW what you learned. Use your drawing to activate the knowledge in your brain.

A large empty rectangular box with a black border, intended for a drawing. It occupies the central portion of the page below the instructions.

CITE your source! Make a **BIBLIOGRAPHY**.

Fill in: Author **last name** _____, Author **first name** _____.

Title: _____.

NAME: _____ DATE: _____

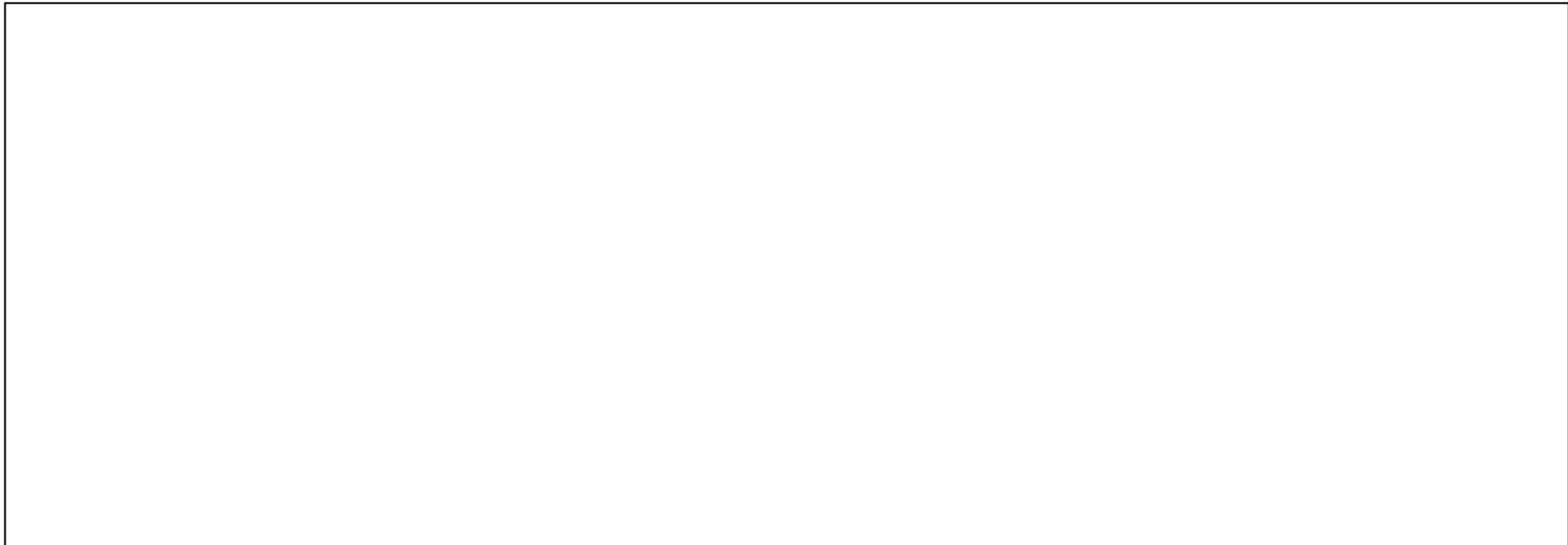
Our question:




Bibliography: (NEW WORD!!!) What information do you need to include?

Last name, first name. Title. (Be sure to underline the title!)

You try it: _____ , _____ . _____ .

DRAW what you learned. Use your drawing to activate the knowledge in your brain!



Clip are provided by discoveryschool.com	I am a note taker. 	I am practicing. 	I am beginning. 
I can use keywords to tell what I know in a way that makes sense.			
I understand that notes are short and written using my own words.			
I understand that I must tell where I found my information (cite my source).			



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NAME:

GRADE:

Tell us what you think!

We need critical, friendly, and honest feedback. Please fill out the form below after each note taking lesson and send back **VIA EMAIL** to _____. This will help us “tweak” our lessons.

1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

Lessons 7 - 9
Students Use
Note-Taking Strategies
To Research the Answer
To Questions Using
Their Own Words

K-5 Information Power Lesson: Note-Taking Unit

Lesson 7: Skim and Scan for Facts

This lesson introduces the skill of (skimming and) scanning lengthy text to locate information. This skill is important as students encounter long text as it indicates where they should stop and "dig deeper" in their reading and understanding.

Lesson Outcome: Students will be able to locate keywords in text by scanning.

- **Classroom teacher**
- **Library teacher lesson**
- **Collaborative lesson with** _____

Newton ELA Benchmarks: Outcome # 8, 9, 10, 13

Newton Library Media Benchmarks: Outcome #2, 5, 6, 8, 11

Grade: Second

Duration: 30 min.

Prior Lesson: Read it,
Draw It, Explain It

Classroom Connection:

- **Literacy**
- **Science**
- **Social Studies**
- **Other:** _____

Super Three Skills:

- **PLAN**
- **DO**
- **REVIEW**

Essential Learning/Questions:

How can I find information in nonfiction text quickly?

How can I use an index or table of contents efficiently?

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other: _____

Set up /materials required: laptop, LCD projector, *Skim and Scan Power Point*, sample photocopied text to practice skimming and scanning with note-taking buddy (An example would be an article from *World Book Online for Kids* or other primary encyclopedia with correlation to current curriculum being taught. We used the *World Book Student Discovery* article on Martin Luther King, Jr.)

Introduce Vocabulary: skim, scan, index, table of contents Add to vocabulary chart or post to word wall **Review:** summary, summarize, fact/facts, fact sentences, cite, citation, bibliography, source, copyright, highlight, retell, graphic organizer, keyword web, assessment, note taker, note, notes, note-taking, reflect, list, own words, keyword, re-read, turn and talk, topic, diagram, drawing, label

Instruction/Activity (how to): Introduce skill using the Power Point with students prior to teaching lesson. This is a complicated skill for students at this age to grasp. Skimming and scanning go together, but at this stage, it is best to emphasize scanning. Show the Power Point and emphasize that students will be scanning- using keywords to stop and "dig for information". Project text from a website (such as *World Book For Kids Online*) or from an age appropriate/reading level book. Pose a "W" question. For example, WHERE was Martin Luther King, Jr. born? Ask students what kind of information they will they be looking for. They should respond with a place, a city, a town, or in some way voice a location. These are their keywords. Ask students to begin scanning the first paragraph to see if they can locate an answer to the question that was posed. Prompt them to be scanning for a word or words that are places such as cities and or states. Ask students to give a "thumbs up" when they think they have spotted the answer to the question. Counting aloud with students the number of lines of text, point on the screen to where the answer is located. (This is an MCAS strategy, direct reference to text.) Provide buddy practice using the same piece of text and pose another "W" question (when or what). Direct students to scan with their buddies and locate the information.

Technology Integration: LCD, Web site, or document camera

Student Grouping/Accommodations: note-taking buddy

Teacher Assessment: What did the data you collected tell you?

This lesson will require continued and ongoing practice while reading nonfiction text. Provide time for students to add to their self-portrait. Some students will grasp this concept and it will be noted on their portrait, but for others it will not.

How will you adjust your instruction?

Evaluation/Reflection: How do you think the lesson went? What would you do differently next time?

TAKING NOTES:

Skim and scan for
information using keywords

SKIM

- wordcentral.com
- Verb, action
- To glance through, chief ideas
- To pass swiftly or lightly over, above or near the surface



Scan



- Wordcentral.com
- Verb, action
- To read or mark
- To make a wide sweeping search of something
- To examine to obtain data

Keywords

- Unlock information
- Help us search through table of contents, index
- Found in captions
- Start by identifying in our questions



Bird of prey
falcon
Eagle Osprey
falcentorm
Raptor
Hawk

Using Keywords

- Use the “W’s” : Who, what, when, where, why
- And the “H’s” : How did, how many...
- Where was Martin Luther King, Jr. born?
What crusade did he begin in Montgomery, Alabama?

Now you try it!



TAKING NOTES:

Skim and Scan for
Information Using Keywords

SKIM

- Verb, action
- To glance through, chief ideas
- To pass swiftly or lightly over, above or near the surface



Scan



- Verb, action
- To read or mark
- To make a wide sweeping search of something
- To examine to obtain information

Keywords

- Unlock information
- Help us search through table of contents, index
- Found in captions
- Start by identifying keywords in our questions and circling



Using Keywords

- Use the “W’s” : Who, what, when, where, why
- And the “H’s” : How did, how many...
- Where was Martin Luther King, Jr. born? What crusade did he begin in Montgomery, Alabama?

SCAN and “dig” deeper into the text to answer your questions



Web sites
Pictures
Books
Encyclopedias
Charts



clip art from discoveryschool.com

NAME:

GRADE:

Tell us what you think!

We need critical, friendly, and honest feedback. Please fill out the form below after each note taking lesson and send back **VIA EMAIL** to _____. This will help us “tweak” our lessons.

1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

K-5 Information Power Lesson: Note-Taking Unit

Lesson 8: Creating "I Wonder" Questions

Students create their own inquiry questions to research. This process gives students ownership in the research process, creates an atmosphere of excitement about inquiry, and leads to critical thinking. The challenge for the teacher is to guide students during the activity to shape and define questions that are researchable, worthy of investigation, and have a focus on the unit content.

Lesson Outcome: Students will pose a question of personal curiosity. Students will evaluate their question. Does the question make sense? Can the question be answered through research?

- Collaborative lesson with classroom teacher and library teacher

Newton ELA Benchmarks: Outcome # 8, 9, 10, 13

Newton Library Media Benchmarks: Outcome #2, 5, 6, 8, 11

Grade: Second

Duration: 45 min.

Prior Lesson: Skim and Scan for Facts

Classroom Connection:

- Literacy
- Science
- Social Studies
- Other: _____

Super Three Skills:

- PLAN
- DO
- REVIEW

Essential Learning/Questions:

Students will begin to develop skill in creating questions to answer through research.

Students will be able to sort questions that are similar and rephrase into one question to investigate.

Students will identify what is

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other: _____

Set up /materials required: Chart paper, markers, books relating to the unit, I Wonder question template

Vocabulary: questions, questioning, research Add to vocabulary chart or post to word wall. **Review:** skim, scan, index, table of contents, summary, summarize, fact/facts, fact sentences, cite, citation, bibliography, source, copyright, highlight, retell, graphic organizer, keyword web, assessment, note taker, note, notes, note-taking, reflect, list, own words, keyword, re-read, turn and talk, topic, diagram, drawing, label

Instruction/Activity (how to): This activity works best correlated to the Social Studies units: China, Mexico, Ghana. In developing questions with students encourage them to think of what they want to know about the country being studied in terms of food, culture, geography, celebrations and traditions, contemporary life, economics (currency), symbols (flag, etc). As you develop the questions with students, guide students and help them shape and refine their questions. Many of the questions will be closed questions (those that require only yes or no responses). Others will be fact questions that are answered with numbers or a short statement. Reflective questions are those that are the meatiest and require students to synthesize their research and construct their learning to respond to the question and to explain their answer. In developing "I Wonder questions" with students you want to strive for a mix of each kind of question in order to differentiate instruction. (See list of "I Wonder" questions: China as an example). To activate students prior knowledge provide time for students to peruse books about the country, especially the table of contents. (5 min) As a whole group, guide students to generate the keywords that will be the topics/subjects to investigate. Spend a few minutes reflecting with students about the major themes (see list above). Beginning with one topic at a time, ask students "Geography - does anyone have any questions about the Geography of China?" Examples of responses might be "I wonder" if China has a desert? "I wonder" if there is a long river in China? Record their responses. Continue to ask students to voice their "I Wonder" questions, collecting one or two questions from students for each topic as examples. Allot 10- 15 min. for the group development of I wonder questions. This will provide a working framework and a basic list of questions. Depending on the developmental stage of the class, this may be all that can be accomplished. If possible, continue to develop student's questioning skills by providing a practice session of 10 min. working with a note-taking buddy. During that time, note-taking buddies can peruse books and develop at least 1 "I Wonder" question each. While students are working together, circulate among the students, conferencing and guiding students to develop their questions. Students can generate the questions using the "I wonder" template. These questions will be the basis for the collaborative library research Lesson 9, (STAR).

Technology Integration: can project questions using computer and LCD

Student Grouping/Accommodations: whole class, note-taking buddies

Teacher Assessment: What did the data you collected tell you? As a team, the collaborating teachers should review the questions. Some questions may be "parked" and labeled "For later". These are questions that may not be related to the unit, or don't really have an answer. Before beginning the research session, review the questions with the students, explaining why some will not be investigated and modeling how to turn a weak question into a strong one.

How will you adjust your instruction?

Once children have been initially introduced to the "I Wonder" experience, there should be opportunities for continual reinforcement and practice in content areas for the remainder of the academic year.

Evaluation/Reflection: How do you think the lesson went? What would you do differently next time?

Name: _____

Date: _____

KEYWORD: _____

I wonder _____ **?**

I wonder _____ **?**

This is an example of questions that were generated by children in a second grade class. In order to accomplish this activity, students should have some background knowledge of the keyword (in this case China). This activity occurred three weeks into the unit. To prompt the children in this classroom to voice questions to research they were immersed in a print - rich environment. Materials from the library and the classroom at a variety of reading levels and with visuals (pictures, charts, etc) were made available for students to browse through. The art of questioning is the very heart of the standards. Students need to have an opportunity to craft their own questions to investigate and apply note-taking skills. The teacher may need to tweak and guide students to avoid repetition, duplication, and to generate deeper questions that are meaningful and require more than a yes/no or simple response. This is part of a process and can be repeated continually through the school year in a variety of disciplines. In doing so, students will grow in their ability to develop meaningful research questions.

Keyword: China

I wonder how Chinese pagodas are built.

I wonder how people live in China.

I wonder how many lakes and rivers are in China.

I wonder how long the Great Wall of China is.

I wonder what the Chinese people used to make the Great Wall and what tools they used to build it.

I wonder how old the Great Wall of China is.

I wonder how many mountain ranges there are in China.

I wonder how many people live in China.

I wonder what crops and flowers the Chinese people plant.

I wonder what the Chinese people do for fun.

I wonder why the panda lives in China.

I wonder what kind of art the Chinese people have done or do now.

I wonder what Chinese children learn in school.

I wonder what kind of money the Chinese people use.



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NAME:

GRADE:

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We need critical, friendly, and honest feedback. Please fill out the form below after each note taking lesson and send back **VIA EMAIL** to _____. This will help us “tweak” our lessons.

1. How do you think the lesson went?
2. Was it appropriate for your grade level and developmental stage of your students?
3. Were the stated goals of the lesson met?

Suggestions:

K-5 Information Power Lesson: Note-Taking Unit

Lesson 9: The STAR Lesson: Searching to Answer Research Questions

This is a culminating lesson that requires students to apply their note-taking skills and scan for information by researching in print and electronic materials to locate, record, and synthesize their learning. It is a model for differentiating instruction and can be modified to match curriculum needs and content areas.

Lesson Outcome:

Students will demonstrate the ability to work with others.
Students will apply note-taking strategies (using keywords, scanning, and using graphic organizers) to locate information.
Students will communicate what they have learned using their own words.

- **Classroom teacher**
- **Library teacher lesson**
- **Collaborative lesson with _____**

Newton _____ Benchmarks: # _____

Newton Library Media Benchmarks: Outcome #2, 5, 6, 8, 11

Grade: Second

Duration: 45 min.

Prior Lesson: To prepare for this lesson, a lot of note-taking strategy application and practice should occur. Creating "I Wonder" questions should be done in preparation. It is culminating lesson to be experienced at the completion of the note-taking unit.

Classroom Connection:

Prior to the research time, the teacher should provide an opportunity for students to voice their "I Wonder" questions about the topic. The classroom teacher and library teacher should view the questions together grouping and selecting the best questions for students to research. The library teacher should locate resources at three instructional reading levels for students to use and have available for the research time. For this lesson to be successful, students should have had a lot of note-taking practice.

Essential Learning/Questions:

Was I able to use note-taking strategies to search nonfiction text and answer research questions?

Super Three Skills:

- **PLAN (create questions)**
- **DO (locate information, take notes)**
- **REVIEW (draw conclusions, reflect)**
- * A lesson or lesson about the Super 3 as an introduction is helpful but not necessary.

Assessment Strategies: (evidence of learning)

- Turn and Talk
- Ticket Out
- Graphic Organizer
- Rubric
- Self-Portrait
- Other: _____

Vocabulary: words applicable to the curriculum or the content area

Set up /materials required: materials in a variety of formats and reading levels, questions on note cards or the question strips students created, a grab bag, a web graphic organizer, a t-chart (this may need to be explained to students as it has not been introduced in the note-taking unit prior to this lesson), designated research areas It helps to use three different color note cards or to "stripe" the cards with three different color markers to differentiate the degree of difficulty of the question in order to correctly match the question to the student.

Instruction/Activity (how to): Students are working with new partners. For this lesson they should be grouped by independent reading level. As the lesson begins, review with students how to select a keyword. Tell them they will be picking a research question and the first thing to do is to select the keyword to guide them in locating information. Suggest to students that they circle or highlight the keyword in their question. Quickly brainstorm the variety of resources available to answer their questions (books, Web site, magazines, encyclopedias, nonfiction text, index, table of contents). Model selecting the keyword by reading aloud one of the questions from the grab bag. Using a resource, turn to the index and model scanning to remind students of this skill. It may be necessary to repeat this modeling process two or three times to be sure that all students understand what they are expected to do. Once you are sure that all students understand, distribute the questions (one to each pair) from the grab bag, matching the pairs to resources that are at their independent reading level. To facilitate the process, designate three areas within the room with appropriate resources and appropriate graphic organizers for three levels of reading ability. Direct students to the area that meets their needs. This is differentiating instruction. Allow students sufficient time to find answers and take notes using their graphic organizer. If students finish they may "grab" a new question to answer. Give a signal, and allow students to turn and talk with their group at their work area about the information they found. Come together as a group to post or record their research findings. It is important to celebrate their success in research and in note-taking. Ask children "What was hard" and "What was easy". Distribute the STAR rubric for students to use to determine how well they could apply their skills. Distribute "As a note taker did you..." bookmark to go home with students. **Lesson follow-up:** Students should be provided with an opportunity to add to and complete their self-portrait assessment either at the completion of this lesson or in the near future. Students should have an opportunity to discuss and reflect on their self-portraits with their note-taking buddy at that time.

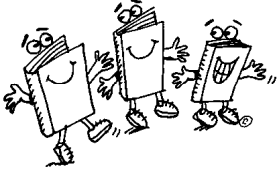


Teacher Assessment: What did the data you collected tell you? How will you adjust your instruction?

The graphic organizer serves as an assessment - it demonstrates students' abilities to locate and record information and to construct knowledge by explaining what they have learned. It is important for students to reflect. After the lesson, pose the questions "What was easy? What was hard?" for students to reflect and respond to. This is data for you to evaluate the success of the lesson. Using the data from the STAR rubric, the teacher will be able to determine which students and what skills are required for reinforcement. At this point, the students have worked very hard and gained valuable skills. This needs to be celebrated. We have included a blank "Note Taker Award" to use.

Technology Integration: subject and reading level appropriate Websites

Student Grouping/Accommodations: grouped according to independent reading level

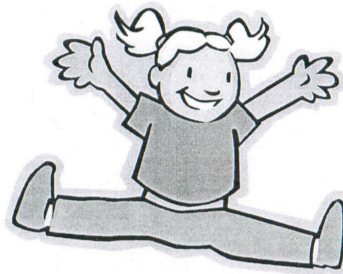
Evaluation/Reflection: How do you think the lesson went? What would you do differently next time?

<p><i>Clip are provided by discoveryschool.com</i></p>	<p>I am a researcher.</p> 	<p>I am practicing.</p> 	<p>I am beginning.</p> 
<p>I can work with a partner to share materials and learn.</p>			
<p>I can use a graphic organizer to take notes in my own words.</p>			
<p>I can research a question and cite my source.</p>			

As a notetaker did you...



- Locate and use keywords?
- Look for boldface words?
- Use pictures to gather facts?
- Sketch what you learned?
- Use an organizer?
- Retell using your own words?



Clip art from discoveryschool.com

As a notetaker did you...



- Locate and use keywords?
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Clip art from discoveryschool.com



clip art from discoveryschool.com

NAME:

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3. Were the stated goals of the lesson met?

Suggestions:

Appendix

Grade Two

Library: Information Literacy & Technology

Outcome #1 Students will live out the system-wide core value of "respect for human differences" by actively demonstrating anti-racist and anti-bias behaviors.

Students will:

- read stories that include children growing up in different family structures and in a variety of cultures.
- participate in activities that require inclusive behaviors.
- learn to demonstrate anti-racist / anti-bias behaviors when interacting with others.
- discuss anti-bias themes in literature with librarian's guidance.

Outcome #2 Students will identify an information need. (Step 1 of Super 3)

Students will:

- state an information need.
- identify different kinds of information: textual and pictorial.
- identify important words that can be used for an information search.
- begin to learn a research process: Super 3.
- engage in a brainstorming activity that uses a graphic organizer (e.g., a topic chart "What I know...What I think I know... What I need to find out", KWL, a Venn diagram, web).
- recognize that the Library Media Center possesses resources to answer their questions.
- distinguish between factual information and fictional materials.
- begin to use print and electronic resources to answer basic questions.
- identify that people can be information resources.

Outcome #3 Students will be able to locate appropriate library resources. (Step 2 of Super 3)

Students will:

- identify the picture book section.
- locate favorite author and illustrators in the picture book section.
- locate the early reader section.
- understand and use alphabetical order as an organizing tool.
- recognize the electronic catalog as the locational tool.
- develop beginning locational skills using the call number (first letter of the author's last name).
- locate the fiction and non-fiction sections of the library.
- evaluate a resource for appropriateness of reading level and format (use the 5-finger test).
- begin to identify general reference resources in print and electronic formats.

Outcome #4 Students will be able to access information from resources in a variety of formats. (Step 2 of Super 3)

Students will:

- identify information from text, illustrations, and electronic resources.
- access information within print resources using illustrations, title page, book jacket, charts, table of contents, copyright page.
- use alphabetical order to locate information for personal and research purposes.
- begin to navigate electronic resources and the Internet.
- recognize that the computer can be used to share information (e.g., E-mail, Internet, etc.).
- continue to learn library terminology.

Outcome #5 Students will be able to evaluate, extract and organize information, and cite its source. (Step 2 of Super 3)

Students will:

- select information that is understandable, current and relevant to the topic.
- record information using illustrations, notes, etc.
- record information sources in simplified bibliographic format. (see Appendix.)
- be able to navigate the Internet safely and be aware of safety issues while using the Internet.

Outcome #6 Students will organize and synthesize information from multiple sources. (Step 2 of Super 3)

Students will:

- read, listen, and view carefully to acquire information.
- use pictures and/or words to demonstrate learning.
- share orally ideas and information learned from library resources.
- organize information sequentially: what came first, next, last.

Outcome #7 Students will construct a knowledge product or presentation that communicates the results of their research. (Step 2 of Super 3)

Students will:

- begin to develop presentation skills to communicate information.

Outcome #8 Students will evaluate the final product and their research process. (Step 3 of Super 3)

Students will:

- ask themselves: "What did I learn?"
- ask themselves: "What book or resource helped me learn?"
- ask themselves: "Is this my best effort?"

Outcome #9 Students will demonstrate their understanding of the scope of literature resources that are available to them.

Students will:

- differentiate between fiction and non-fiction.
- explore different literature types: poetry, folk and fairy tales, biography, fiction, and non-fiction, including science books.
- understand that there are resources available in public libraries.
- identify award-winning literature (e.g., Caldecott, Coretta Scott King, etc.).
- examine a variety of authors and illustrators.

Outcome #10 Students will use a variety of literary resources for independent learning and for pleasure reading.

Students will:

- begin to locate books with assistance to select and borrow.
- begin to select books and materials relevant to personal interest.
- listen to books for pleasure and information.
- interpret literature and its relationship to life's experiences and classroom curriculum.

Outcome #11 Students will be ethical and responsible library citizens.

Students will:

- demonstrate appropriate care for library resources.
- follow appropriate check-out procedures.
- understand the importance of returning books in a timely manner.

- demonstrate respectful behavior in the Library Media Center.
- use the Internet according to Newton's Internet Safety Policy.
- begin to learn concept of plagiarism and copyright.
- pay for lost or damaged materials.
- demonstrate respectful behavior and help maintain a productive learning environment.

Respect for Human Differences/Active Anti-Racism

Outcome #1 Students will live out the system-wide core value of "Respect for Human Differences" by actively demonstrating anti-racist/anti-bias behaviors.

Students will:

- recognize bias and discriminatory behaviors.
- relate fairly to people of different backgrounds and experiences.
- self-identify the many aspects of their personal characteristics and culture without demonstrating feelings of superiority.

Outcome #2 Students will read a wide range of literature from many cultures, time periods, and genres.

Students will:

- be exposed to stories set in different countries and written by people from different cultures, ethnic traditions, or geographic backgrounds.
- listen to and read (at their instructional and independent levels) books from different genres, including traditional literature, fiction, biography, non-fiction and poetry.

Language

Outcome #3 Students will follow established conventions of discussion, pose questions, listen to the ideas of others, contribute ideas in group discussions and interviews, and make oral presentations that show a consideration for audience and purpose.

Students will:

- follow agreed upon rules for both large and small group discussions.
- continue to show appropriate sitting behavior during group discussions, meetings and presentations.
- maintain focus when speaking and responding.
- listen to other speakers and respect their points of view.
- gain meaning from what is heard.
- see themselves as active participants in class discussions.
- ask for clarification and explanation of stories and ideas.
- comment appropriately on classmates' presentations.
- use appropriate volume and clear enunciation during oral presentations or multi-media events.

Outcome #4 Student will understand, acquire, and use new vocabulary.

Students will:

- acquire and use new vocabulary.
- use new content vocabulary appropriately.

Outcome #5 Student will demonstrate an understanding of the structures of English grammar, knowledge of the ways in which the English language has developed and changed, and an appreciation for the richness of the English language resulting from the influences of other languages.

Students will:

- identify simple nouns, verbs, and adjectives.
- identify special words an author uses in stories they read or listen to.
- identify root words with simple prefixes (*un-*, *re-*, *dis-*), suffixes (*-ful*, *-ly*, *-er*, *-est*), and inflectional endings.
- recognize that words have multiple meanings and can be more than one part of speech.
- identify and read simple contractions and understand how the apostrophe is used to form them.
- demonstrate an understanding of antonyms, synonyms, homophones, homographs, and compound words.

Reading and Literature

Outcome #6 Students will choose appropriate books for independent reading.

Students will:

- choose 'Just Right' books that reflect a variety of topics and genres to read at their independent reading levels.

Outcome #7 Students will understand the conventions of print and the relationship of letters and spelling patterns to the sounds of speech in order to decode text.

Students will:

Phonemic Awareness

- continue to address earlier benchmarks as needed.

Concepts About Print

- identify beginning (indentation) and end of a paragraph.
- understand concept of chapters in books.

Word Analysis/Word Recognition

- continue to use phonetic analysis to decode unfamiliar words including vowel teams, diphthongs, 'r' controlled vowels, onset and rime.
- identify root words to aid in decoding unfamiliar words.
- read grade-level high-frequency words in isolation and in context fluently and accurately.
- read words with common prefixes.
- read and spell words with inflectional endings (*-s*, *-ing*, *-ed*), including words in which the silent 'e' is dropped (*coming*) and the final consonant is doubled (*hopping*).

Outcome #8 Students will become fluent readers.

Students will:

- read grade-appropriate text with accuracy, fluency (phrasing, expression, rate, and with attention to end-stop punctuation) and comprehension.
- demonstrate a balanced use of the three cueing systems: (semantic, syntactic, graphophonic) when reading grade-appropriate text at independent or instructional level.
- demonstrate self-monitoring behavior (stopping when text read is confusing or does not sound right or look right, or when the word is unknown).
- demonstrate use of multiple strategies when reading difficult text, including rereading, using familiar chunks, predicting, cross checking.
- plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection; for example, present a *Readers Theater* presentation of a favorite selection or perform a choral reading of a song.

Outcome #9 Students will use a variety of 'active reading' strategies to comprehend text and monitor their understanding.

Students will:

- read a story and retell it in sequence, including main idea and some supporting details.
- identify subject, main idea, and important details in fiction and nonfiction.
- determine cause and effect in fiction.
- make simple inferences from information in the text.
- ask questions to clarify understanding of basic facts and essential ideas in a text.
- demonstrate the ability to answer, verbally and in writing, who-what-when-where-why questions about the text.
- use prior knowledge to enhance understanding and/or make predictions and connections.
- determine the meaning of unknown vocabulary words using a variety of cues (prior knowledge, context).
- locate information in text to support answer.
- complete a graphic organizer based on information in the text.
- demonstrate understanding of material read through performance activities and projects.
- Gain information and new understandings when reading science, social studies, and math texts.

Outcome #10 Students will use a variety of literary analysis and literature study strategies to comprehend text and monitor their understanding.

Students will:

- identify and give characteristics of genre read or heard (including folk tales, fairy tales, fables, biographies, fiction, nonfiction, drama, and poetry).
- relate themes in stories heard to personal experiences and/or the experiences of others.
- understand story grammar (plot, setting, character, problem/ solution).
- recognize and understand the use of selected signal words such as *first, last, next, then, before, finally, and because*.
- identify different ways information is communicated.
- identify and use knowledge of common textual features of nonfiction (for example, *title, headings, key words, paragraphs, table of contents, glossary, captions accompanying illustrations or photographs*) to aid understanding.
- identify and use knowledge of common graphic features of nonfiction (for example, *charts, graphs, maps, diagrams, illustrations*) to aid understanding.

Composition

Outcome #11 Students will demonstrate an ability to create a coherent piece of writing using a variety of strategies at each step of the writing process.

Students will:

- be aware of audience when they are writing.
- be aware of purpose when writing.
- use the 5 steps of the writing process with increasing independence (plan, draft, revise, proofread/edit, publish).
- generate topics for writing from personal experiences.
- plan and prepare before writing (e.g., brainstorm, graphic organizer, list).
- begin to revise independently for meaning, detail and clarity.
- proofread/edit for conventional spelling, capital letters, ending punctuation, and complete sentences by using an editing checklist.
- write personal narratives that follow a logical progression and incorporate details.
- write informal observational pieces that incorporate relevant details, information, and reaction.
- write a friendly letter.
- Write an informal report that reflects a coherent organization and includes factual information.
- use rich language purposefully.
- recognize and write a complete sentence.
- write (or dictate) simple poems.
- Experiment with narrative techniques, including *using an interesting lead and painting a picture*.

Outcome #12 Students will understand and appreciate the concept of authorship.

Students will:

- see themselves as authors.
- express thoughts and feelings in writing easily.
- compare books by the same author noting themes, settings, characters and language.
- see authors as role models for their own writing.
- share writing with others.
- respond appropriately to each other's writing during the writing process.

Outcome #13 Students will conduct research on topics of their own choosing using a variety of resources and reference materials.

Students will:

- generate relevant questions about a topic.
- gather, record and share information in a variety of formats including graphs, charts, and graphic organizers.
- gather and share (orally or in writing) information from several sources in a classroom, school, or public library.
- respond, orally or in writing, to simple open-ended questions.

Outcome #14 Students will demonstrate their knowledge of standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

Students will:

- understand use of commas in a series and as part of a date.
- understand use of quotation marks and recognize a variety of ways dialogue appears in text.
- identify speaker of dialogue in a section or paragraph.
- understand how pronouns function in text.
- recognize possessives in text and understand how the apostrophe is used to form them.
- understand and read common abbreviations.
- recognize and write complete sentences.
- use appropriate end-stop punctuation for simple sentences.
- capitalize proper names, dates, beginning of a sentence, and the pronoun "I."
- correctly spell phonetically regular words.
- correctly spell grade-appropriate high-frequency words.
- determine the spelling of unknown words by using appropriate strategies including knowledge of spelling rules and phonetic correspondences, generalizations about word families, syllable segmentation, and the use of classroom resources such as word walls, charts, and dictionaries.
- apply alphabetical order through the third letter.

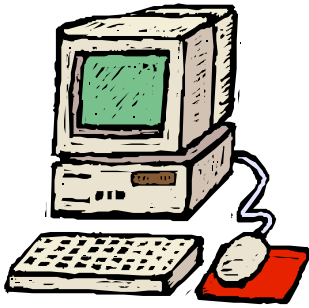
Outcome #15 Students will become proficient in handwriting and word processing.

Students will:

- form upper and lower case manuscript letters correctly, legibly and fluently.
- organize written material on a page appropriately.
- write a short dictated passage accurately and fluently.
- write brief stories on the computer using correct spelling, capitalization and punctuation.

Bibliography-Kindergarten

Where I found my information. (Circle the one you used.)



Bibliography-1st Grade

Where I found my information. (Circle the one you used.)



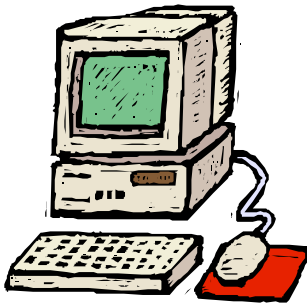
Bibliography-2nd Grade



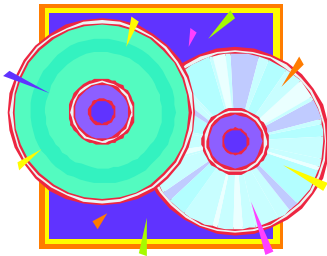
Title of book _____



Title of encyclopedia _____



Title of Web site _____



Title of CD-ROM _____

Bibliography-3rd Grade



BOOKS: Author's Last Name, Author's First Name. Title. Copyright Date.
Example: Smith, Carl. Frogs. 2001.

_____, _____, _____.
Author's Last Name, Author's First Name. Title. Copyright Date



ENCYCLOPEDIA: "Article title." Title of Encyclopedia. Copyright Date.
Example: "Cuba." World Book. 2001.

" _____ ".
Title of article Title of Encyclopedia Copyright Date



INTERNET: Title of web site. Internet. Date you used that site.
Example: Boston Globe. Internet. June 17, 2000.

_____. Internet. _____.
Title of web site Date you used that site.

This can be used as a sign in the classroom, added to student folders, added to the note taker tool bag, sent home, etc. What is important about this is that it is the essence of the note-taking curriculum. When actively used during and after the unit, it is more likely that students will embrace and gain ownership of note-taking tools and skills.

HOW TO TAKE NOTES

Notes are short.

Use your own words.

Write down what is important.

After reading a paragraph, decide on the topic.

Under the topic write the important ideas.

Do not copy the author's sentences.

Highlighting important words also works.

You can draw your notes, too.

CELEBRATING

our success

as note takers

This section contains the materials necessary to create a note taker's notebook. This notebook is meant to be used as a pocket guide to remind students of what they have learned and used as a reference when applying note-taking skills. Sample pages of graphic organizers as well as blank pages for sketching have been included. Encourage students to keep this handy tool with them, easily accessible whenever they feel the urge to take notes!

It is **always** important to recognize achievement. Included is a template for a Note Taker Award certificate. It is up to the teacher's discretion as to when this should be given. We suggest giving it soon after the STAR lesson, and using a nice ribbon to tie it up! Children should feel empowered and enthused about what they have learned and accomplished. Children should realize that this is a life-long skill. They are beginning note takers and as they grow, so will their note taking abilities to meet the demands of more complex research projects and involved questions.

Developing a note taker tool kit was a strategy we initially tried using the idea of the “right tool for the right task”. It was successful in developing ownership among children of the tools they needed to become note takers.



The tool bag can be created in anticipation of the first lesson, or after. Our's included:

Ziplock freezer bag, with a student name tag. A permanent marker could also be used to write the student's name onto the bag.

A photo of the student (this will be used in the self-portrait lesson to create the concept map)

Short ruler (6")

Pencil

Eraser

Notebook for recording notes

Ticket out's (we ran off an included several ticket-outs that are included in the unit so that they were readily available for students to complete at the end of a lesson or practice session)

Colored pencils

Post-its (larger size works best)

highlighter

We have also included a template for creating a note-taker's notebook. This can be used instead of or in addition to the tool bag. The point is to provide students with the organizational tools they need as note takers.

In making these tools readily available, there is a greater likelihood that students will apply note taking strategies and begin a daily practice of recording what is important using keywords and *in their own words*.

My Note-Taking Book

To take notes I need to remember:

- **Notes are short**
- **Use my own words**
- **Tell what is important**
- **Write down what is important**
- **Record my notes in a way that makes sense**
 - **Do not copy the author's sentences**

To take notes I need to remember:

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USING KEYWORDS

Here is an example. Read the sentence. Then re-read and choose your keywords.

Chinese farmers planted and grew rice along the eastern coast as far back as 7,700 years ago.

Circle your keywords:

Chinese farmers planted and grew rice along the eastern coast as far back as 7,700 years ago.

Using your keywords you can retell what you have learned.

KEYWORD MEANING: the important words in text that unlock information

Think of a key and what it does!

Citing My Source

CITE MEANING: To record the author of the resource I used where I first read my information

CITATION MEANING: To list the author, title, and other information in a bibliography

BIBLIOGRAPHY MEANING: A list of sources

To cite I need:

author last name author first name title underlined
_____, _____ . _____ .

Don't forget the commas, period, and to underline!

EXAMPLE:

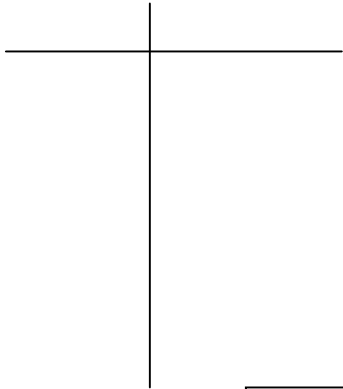
Simon , Seymour. The Earth.

Recording My Notes

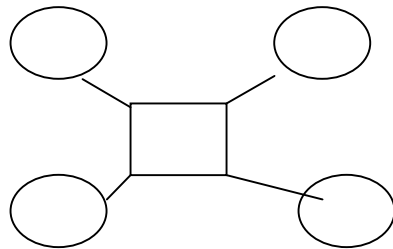
GRAPHIC ORGANIZERS MEANING: using pictures and keywords to record notes so I can see connections and use my own words

I can use graphic organizers. Here are graphic organizers I know how to use.

T-Chart

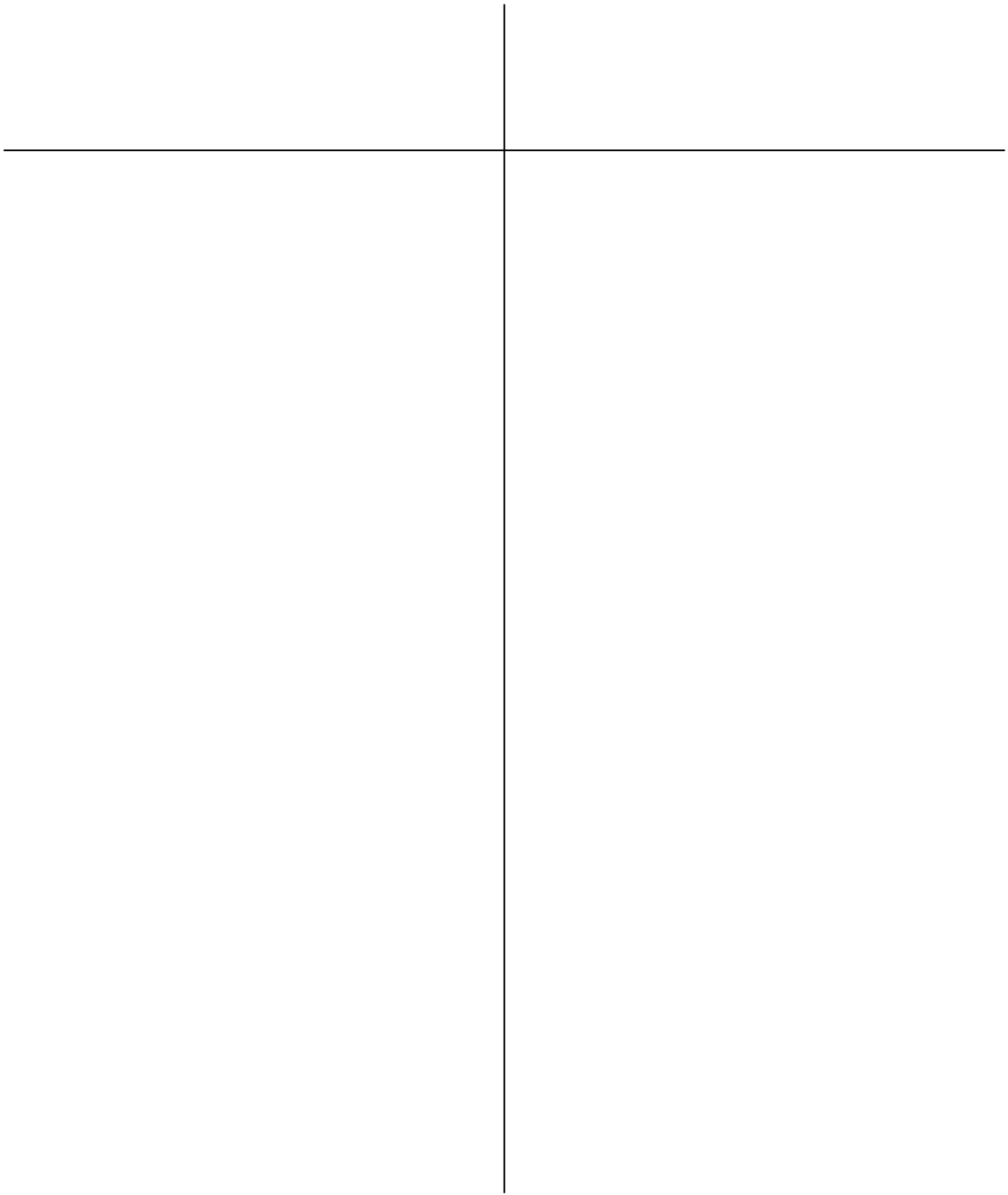


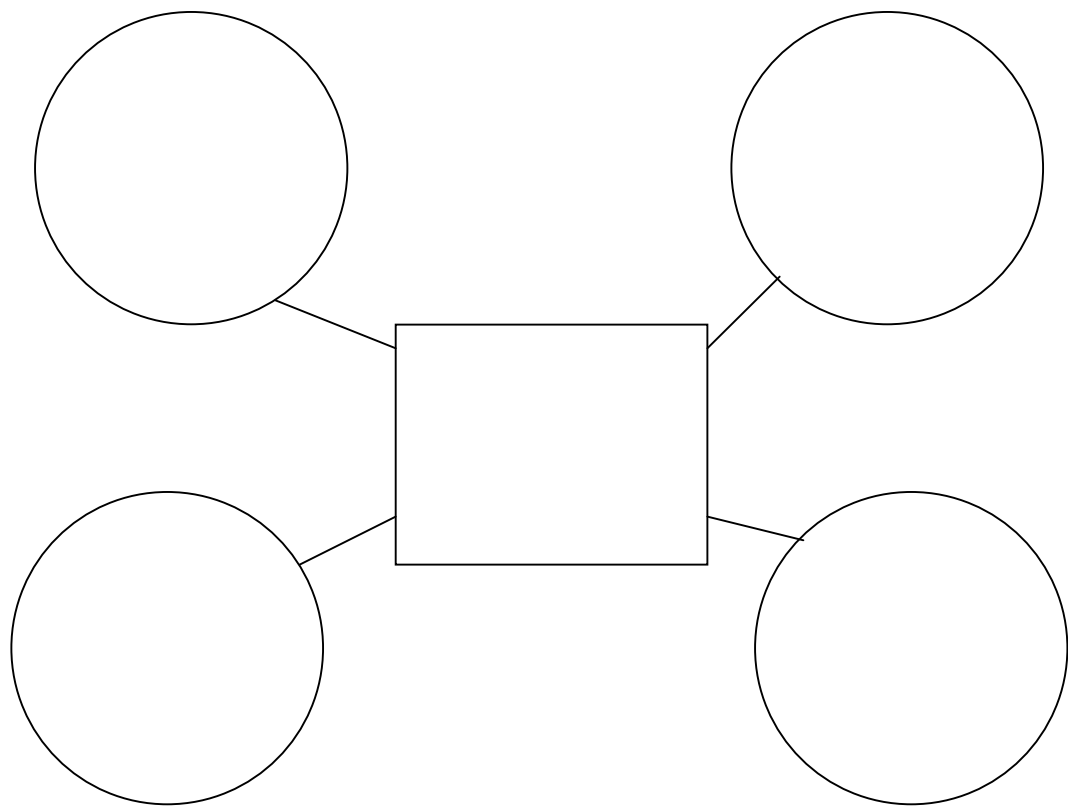
Web

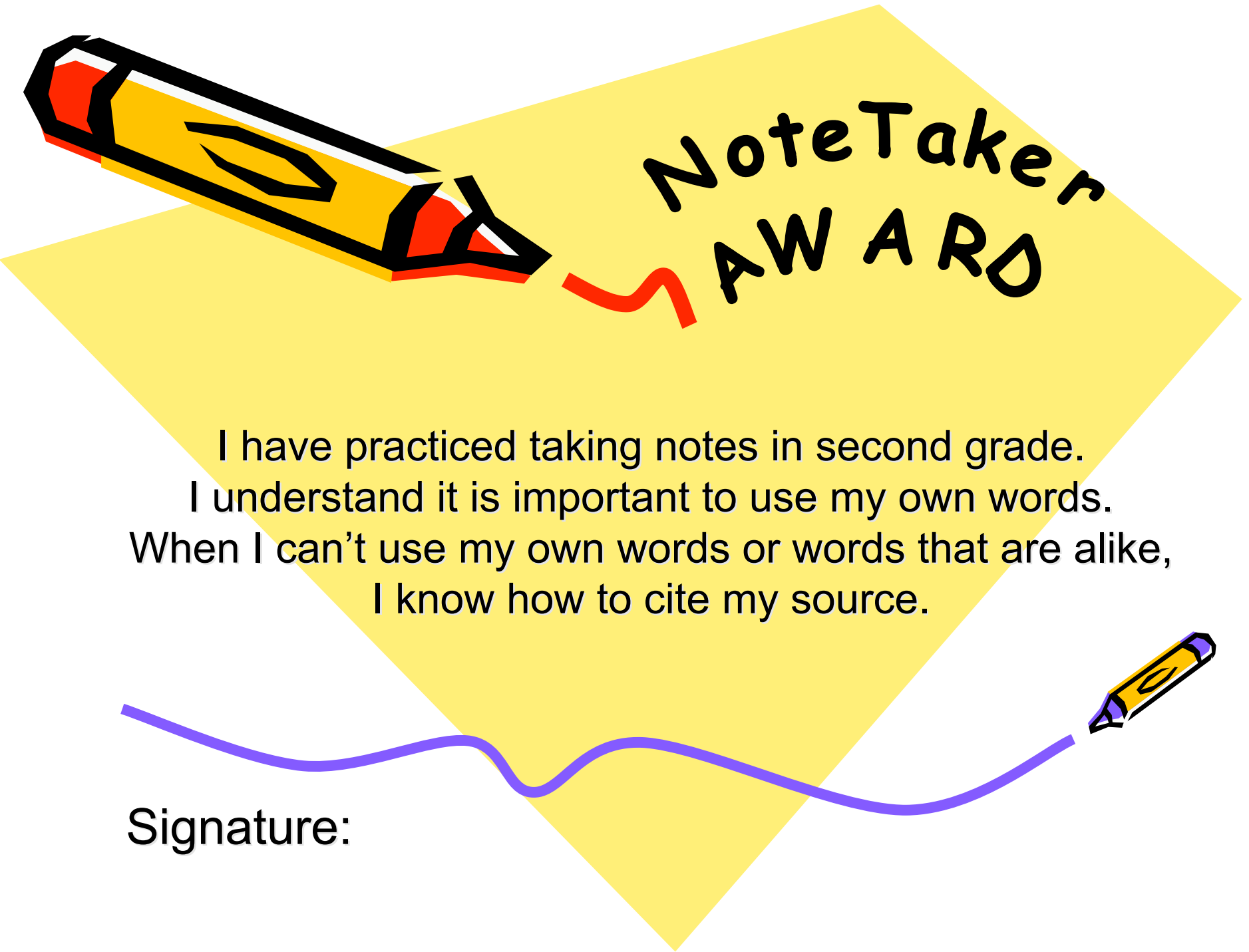


I can also draw my notes!









NoteTaker AWARD

I have practiced taking notes in second grade.
I understand it is important to use my own words.
When I can't use my own words or words that are alike,
I know how to cite my source.

Signature:

About The Authors



Lorraine Hermes began her teaching career in the Newton Public School system in 1971 and is still going strong! A veteran teacher, Lorraine has taught 2nd, 3rd, 5th, and 6th grade at Memorial-Spaulding Elementary School. Since 1984, she has been a teacher at Mason-Rice Elementary as a 1st and 2nd grade teacher. Lorraine has taught multi-age classrooms at both schools. Currently, she is the Literacy Specialist at Mason-Rice. A talented teacher, Lorraine is also an *Open Circle* consultant for the Mason-Rice School. She has “given back” to the profession she loves by mentoring many student teachers during her career. Lorraine brought her passion for curriculum development and knowledge of how young children learn to this project. She lives in Newton with her husband Howard, her son Stephen, and her daughter Jennifer. Their extended family includes Jett and Kitt, their friendly felines. When Lorraine is not teaching children at school or collaborating with teachers, she can be found walking to Crystal Lake and taking trips to the ocean.

Chris Swerling is one of two National Board Certified Library Teachers in Massachusetts. She began her career as a K-12 librarian at an American school in Sao Paulo, Brazil after finishing Graduate School at Simmons College. She declares that it was the best job ever as she worked with children of all ages, from elementary through high school. Chris has taught Collection Development at Bridgewater State and a Multicultural Children’s Literature course for Wheelock. She was a member of the Board of Library Commissioners Grant Committee for 5 years, reviewing grants for library services in public and school libraries. Chris lives in Wellesley with her husband, Norman. When Chris is not teaching children or at the Ed Center, she enjoys traveling with Norman to far away places.... which is far better than staying home and cleaning house! She loves theater, opera, photography, and listening to podcasts on her ipod.

From the time Chris started teaching at Mason-Rice Elementary School there was a synergy that existed between Chris and Lorraine. They both shared a common passion for teaching that over the years has developed into a deep and collaborative partnership for which they are both grateful. It has made them better teachers. Their students have benefited from observing their partnership first hand, and they have benefited from the lasting friendship that has evolved due to their collaboration.